

**THE EFFECT OF USING TOPIC-DETAIL-MAIN IDEA STRATEGY  
ON READING COMPREHENSION IN EXPOSITORY TEXT  
OF THE SECOND YEAR STUDENTS AT SMAN 5  
PINGGIR BENGKALIS REGENCY**

A Thesis

Submitted as Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



By

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PEKANBARU  
1435 H/2013 M**

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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Effect of Using Topic-Detail-Main Idea Strategy on Reading Comprehension in Expository Text of the Second Year Students at SMAN 5 Pinggir Bengkalis Regency*” is written by Nur Wahidah, SIN. 10914007345. It has been accepted and approved by the Final Examination Committee of Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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The title of this thesis is The Effect of Using Topic-Detail-Main Idea Strategy toward Reading Comprehension in Expository Text of the Second Year Students at Senior High School Pinggir, Bengkalis Regency.

In this occasion, the writer would like to express his great thanks to:

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Finally, the writer really realizes that there are same weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

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Pekanbaru, October 2<sup>th</sup>, 2013

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## **ABSTRACT**

**NUR WAHIDAH, (2013): The Effect of Using Topic-Detail-Main Idea Strategy on Reading Comprehension in Expository Text of the Second Year Students at SMAN 5 Pinggir Bengkalis Regency**

Based on the writer's preliminary study, it was found that the students could not comprehend Analytical Exposition Texts in their textbook at the school. This problem was shown by some phenomena, such as some of the students could not understand about the content of reading text, some of the students could not identify the detailed information of the text, some of students were not able to identify the communicative purpose of the text, etc. So, the writer was interested in carrying out the research about this problem.

The research was administered at State Senior High School 5 Pinggir (SMAN 5 Pinggir). The subject of the research was the second year students of State Senior High School 5 Pinggir, and the object of this research was the effect of using topic-detail-main idea strategy. The design of this research was quasi-experimental design with nonequivalent control group that had experiment group and control group.

The population of this research was all of the second year students. The total number of population was 83 students. The researcher used cluster sampling by taking two classes as samples; class XI IPS.1, consisted of 26 students as experimental group and XI IPS.2, consisted of 26 students as control group. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS. In research finding, the researcher found that there was a significant effect of using topic-detail-main idea strategy towards reading comprehension in expository text at the second year students of SMAN 5 Pinggir, where  $t_{observed}$  shows 5.212 at significance level of 5%,  $t_{table}$  shows 2.01, and at level of 1%,  $t_{table}$  shows 2.68. Thus, Null Hypothesis ( $H_0$ ) is rejected and Alternative Hypothesis ( $H_a$ ) is accepted, which shows  $2.01 < 5.212 > 2.68$

## **ABSTRAK**

### **Nur Wahidah, (2013): Dampak dari Penggunaan Strategi Mengajar Topic-Detail-Main Idea terhadap Pemahaman Bacaan Siswa Tahun Kedua di SMAN 5 Pinggir**

Berdasarkan penelitian pendahuluan, ditemukan bahwa siswa belum mampu memahami teks analytical Exposition dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa factor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan, tidak bisa mengidentifikasi informasi dari teks bacaan, sebagian siswa tidak mampu mengidentifikasi tujuan komunikatif dari teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMA 5 Pinggir. Subjek dalam penelitian ini adalah siswa tahun kedua SMA 5 Pinggir, dan objek dari penelitian ini adalah dampak penggunaan strategi Topic-Detail-Main Idea. Adapun jenis penelitian ini adalah Quasy Eksperimental design.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan jumlah populasi adalah 83 siswa. Berdasarkan jenis penelitian ini dan jumlah populasi, peneliti menggunakan Cluster Sampling yang mengambil dua kelas sebagai sampel: XI IPS 1 yang terdiri dari 26 siswa sebagai kelompok eksperimen dan XI IPS 2 yang terdiri dari 26 siswa sebagai kelompok control. Untuk data analisisnya, peneliti menggunakan independent sample T-test melalui SPSS. Setelah data analisis, peneliti menemukan, ada dampak yang signifikan dari penggunaan strategi Topic-Detail-Main Idea untuk meningkatkan pemahaman bacaan siswa tahun kedua SMA N 5 Pinggir, dimana T-tabel menunjukkan 5,212 pada level signifikan 5% adalah 2,01 dan level 1% adalah 2,68. Maka hipotesis Null ( $H_0$ ) ditolak dan hipotesis alternative ( $H_a$ ) diterima, ditunjukkan dengan  $2,01 < 5,212 > 2,68$ .



## المخلص

نور واحدة (٢٠١٣) :تأثير استخدام استراتيجيات فموضوع-تفصيل -الفكره الرئيسية إلى لفهم القراءة للطلاب في سنة الثانية في مدرسة عالية الحكومية خمسة فينغير

استنادا إلى الأبحاث الأولية تبين أن الطلاب لم تكن قادرة على فهم المعارض التحليلية النصفي الكتب المدرسية . ويتسبب هذه المشكلة عن طريق عدة . على سبيل المثال يفهمون حول محتويات نص القراءة لا يمكن التعرف على معلومات من نصوص القراءة ليسوا قادرين على تحديد الغرض التواصلية من نص القراءة . وهكذا، فإن كتابهم في إجراء البحوث بشأن هذه المسألة. 5 حافة المدرسة الثانوية. وضو عاتق هذه الدراسة هي الطلاب في سنة الثانية في مدرسة عالية الحكومية خمسة فينغير كان الهدف من هذه الدراسة تأثير استخدام استراتيجيات تفصيل الرئيسية . نوع هذا البحث هو تصميم شبه التجريبية.

سكان هذه الدراسة جميع طلاب سنة الثانية . وكان جميع السكان . وبناء على هذانوع استخدم الباحثون أخذ العينات الكتلنة التي استغرقت في العينة : الاجتماعية الذي يتكون من طالبات مجموعة تجريبية والحادي عشر علوم الاجتماعية الذي يتكون . لتحليل البيانات استخدم الباحثون عينة مستقلة تتب الاجتماعية

بعد تحليل البيانات كان هناك تأثير كبير استخدام استراتيجيات تفصيل الرئيسية لتحسين فهم القراءة للطلاب في مدرسة عالية الحكومية خمسة فينغير، حيث الجدولتي يشير ذات دلالة إحصائية عند مستوى % هو . تم رفض فرضية (أ) هو ( الفرضية البديلة) ها) يتم عرض مع > < .

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is one of the important skills in learning English. By reading, English learners can master the other English skills: they are speaking, listening, and writing. Jo Ann says that reading involves the reader, the text, and the interaction between reader and text<sup>1</sup>. The aim of teaching reading is to make students able to read the text effectively and efficiently<sup>2</sup>. In general, the aim of teaching reading is to develop the student's ability to read the material, to get information and to understand about the text. However, the aims above are not easy to master because a reader should have a strategy in reading.

In addition, the teaching of English reading as foreign language must create students to be active and focused on their reading. For this reason, the teacher should apply various techniques, strategies and the materials that are relevant and interesting to the students in comprehending the passage well.

In accordance with the teacher as facilitator above, the teacher must create teaching learning process that is focused on students' activity. Dealing with it, Chamot state that students work through some processes for any challenging learning task or we call it as Strategy<sup>3</sup>. Even, Kalayo stated achieving the goal in

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<sup>1</sup>Jo Ann Aebersold and Mary Lee Field., *From Reder to Reading Teacher : Issues and strategies for second language classroom*, (united State of America : Cambridge University Press, 1997) p.5

<sup>2</sup>Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (United Stated of America : Heinle & Heinle, 2001) p 187

<sup>3</sup>Chamot, Anna Uhl, Berhardt, Sarah, & Robbins, Jill. *The Learning Strategies hand book*. London: Longman. 1995. P.11

teaching reading and developing students' awareness of reading process; it can be helped by implementing strategy especially in reading.<sup>4</sup> Therefore, it can be concluded that English teacher can apply a strategy as role of facilitator in classroom used to accomplish an immediate objective.

In order to support students' need in reading comprehension skill, School Based Curriculum (KTSP) as the newest curriculum provides this subject<sup>5</sup>. This curriculum is applied by SMAN 5 Pinggir Bengkalis Regency as its guidance in teaching and learning process. In SMAN 5 Pinggir Bengkalis Regency, reading is taught to all levels, from the first level to the third level through kinds of genre texts. In the second level, students are required to comprehend five kinds of texts, such as narrative, report, analytical exposition, spoof and hortatory exposition<sup>6</sup>. In this research, the writer focuses on teaching analytical exposition text with passing score 68.

Basically, all teaching strategies are similar in their universal commitment to structure, engagement, purpose, and response, including teaching learning process in SMAN 5 Pinggir Bengkalis Regency. Reading is also important to be taught by using strategies. Reading activities in class can help students to improve their reading skills as part of the teacher's job. He or she is expected to have appropriate teaching strategies to provide students with appropriate teaching materials and to create a positive classroom environment. Therefore, the students will have opportunity to use English among themselves. The teaching – learning

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<sup>4</sup>Kalayo Hasibuan, and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press.2007.P.116

<sup>5</sup>Departement Pendidikan Nasional. *MODEL.Kurikulum Tingkat Satuan Pendidikan(KTSP)SMA dan MA*(Solo: PT.Tiga Serangkai.2006)p.15

<sup>6</sup>Ibid

process should not only happen between teacher and students but also between students and students.

In SMAN 5 Pinggir Bengkalis Regency, the teacher uses one of techniques in teaching reading. The teacher uses skimming technique in teaching reading. Firstly, the teacher skims a reading passage to the student for several times. Then, the students are asked to answer the questions or fill the blanks about the reading passage. Finally, the teacher gives score based on the correct answers which are answered by the students.

Based on the descriptive above, ideally students in SMAN 5 Pinggir Bengkalis Regency are able to comprehend what they read and answer the questions of expository text correctly because the teacher has applied a technique in teaching reading process. In fact, the teacher still finds the students who have problem in reading.

Based on preliminary observation at SMAN 5 Pinggir Bengkalis Regency, the writer found some phenomenon as follows :

1. Some of the students are lack of vocabulary in reading analytical exposition text.
2. Some of the students are not able to comprehend the content of analytical exposition text of reading comprehension
3. Some of the students are not able to identify the main idea and specific information of analytical exposition of reading comprehension.



4. Some of the students are not able to identify generic structure in reading analytical exposition text.
5. Some of the students are not able to identify communicative purpose of analytical exposition.

To find a solution to the problem, there is actually a good strategy to improve students' reading comprehension, called Topic-Detail-Main Idea strategy. Topic-detail-main idea strategy is used by teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage<sup>7</sup>.

Based on the explanation and the phenomenon above, the writer is interested in conducting a research entitled **“The Effect of Using Topic-Detail-Main Idea Strategy on Reading Comprehension in Expository Text of the Second Year Students at Senior High School 5 Pinggir, Bengkalis Regency”**.

## **B. Definition of term**

The topic of this research is the effect of using topic-detail-main idea strategy toward reading comprehension of expository text of the second year students at SMAN 5 Pinggir Bengkalis Regency. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows :

### **1. Topic-Detail-Main Idea Strategy**

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<sup>7</sup>Julie Beyer. Strategies for Helping Struggling Readers Comprehend Expository Text.( Fall : SPED.2007).p.10

Topic-detail-main idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage.<sup>8</sup>In this research, the writer uses topic – detail – main idea strategy toward students' reading comprehension on analytical exposition text.

## **2. Analytical Exposition Text**

Analytical Exposition Text is a type of spoken or written text that is intended to persuade the listeners or readers by presenting arguments.<sup>9</sup>In this study, the students are required to identify the generic structure and language feature of analytical exposition text.

## **3. Reading Comprehension**

According to Hornby, reading is the action of a person who reads or attempts to make a meaning from what an author has written.<sup>10</sup> Comprehension means the ability to identify of the intended meaning of written or spoken communication.<sup>11</sup> In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the analytical exposition text in order to get information and the meaning of the hortatory exposition texts.

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<sup>8</sup>Julie Beyer. *Strategies for Helping Struggling Readers Comprehend Expository Text*. Fall : SPED.2007).p.10

<sup>9</sup>Th.M. Sudarwati. *Look a Head an English Course for senior High School Students Year XI*. (Jakarta : Erlangga.2009)p.116

<sup>10</sup>Hornby, A.S. *Oxford Advanced Learner's Dictionary*. (England: Oxford University Press, 1995), p.132

<sup>11</sup>Jack C. Richards and Ricard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic*. ( New York: Pearson Education,2002), p.99

In this case, reading comprehension is operationally defined as the students' scores in comprehending the text of reading comprehension tests, after using and without using Topic-Details-Main Idea strategy

### **C. The Problem**

Based on the background illustrated above, it is very clear that the students still have a problem, especially in term of comprehending the hortatory exposition text.

#### **1. Identification of the Problem**

Based on the problem depicted in the background of the problem, thus, the problems of the research are identified as follows:

- a. What makes some of the students lack of vocabulary in reading analytical exposition text?
- b. What makes some of the students unable to comprehend the content of analytical exposition text of reading comprehension?
- c. Why are not some of the students able to identify the main idea and specific information of the analytical exposition text of reading comprehension?
- d. What makes some of the students unable to identify generic structure in reading analytical exposition text?
- e. What factors make some of the students unable to identify communicative purpose of analytical exposition text?

#### **2. Limitation of the Problem**

Based on the identification of the problem above, it is clear that there are phenomena found in reading comprehension. Thus, the problem of this research is limited to the significant effect of using Topic-Detail-Main Idea Strategy toward reading comprehension of expository text of second year students at SMAN 5 Pinggir Bengkalis Regency.

### **3. Formulation of the Problem**

Based on the problem limited above, thus, these research questions are formulated as follows:

1. How is students' ability in comprehending analytical exposition text taught by using topic-detail-main idea strategy of the second year at SMAN 5 Pinggir Bengkalis Regency ?
2. How is students' ability in comprehending the analytical exposition text taught without using topic-detail-main idea strategy of the second year at SMAN 5 Pinggir Bengkalis Regency ?
3. Is there any significant difference of using topic-detail-main idea strategy toward students' ability in comprehending the analytical exposition text of the second year student of SMAN 5 Pinggir Bengkalis Regency ?

## **D. The Objectives and Significance of the Research**

### **1. The Objectives of the Research**

- a. To find out students' ability in reading comprehension in analytical exposition text before giving the treatments for both experimental class

and control classof the second year at Senior High School 5 Pinggir Bengkalis Regency.

- b. To find out students' ability in reading comprehension in analytical exposition text after giving the treatments for both experimental class and control classof the second year at Senior High School 5 Pinggir Bengkalis Regency.
- c. To find out whether there is significant effect of using Topic-Details- Main Idea strategy towards students' reading comprehension in analytical exposition or not.

## **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research are as follows :

- a. As writer's contribution to develop topic-detail-main idea strategy in teaching reading in all aspects and to get an effect on students' reading comprehension.
- b. As input for Senior High School 5 Pinggir Bengkalis Regency to improve students' creativity, especially in comprehending reading expository text.
- c. As a valuable contribution for students to improve their creativity, especially in comprehending reading analytical exposition text.

## BAB II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Reading is one of four skills that must be mastered by students. It is very basic to learn a new foreign language. Learning a foreign language is long and complex undertaking.<sup>12</sup> Reading can be easier to do if we do it as a pleasure. It supported by Beatrice, she explained that reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, gives us a chance to gain more knowledge.<sup>13</sup> According to Harris and Graham “reading is an activity that has a purpose”.<sup>14</sup> In other words, people may read in order to get information or increase their knowledge. People may read books, newspapers, magazines, etc almost everyday.

Reading skill needs more attention, so that readers or the students have good interaction with the text in order to fully understand it. Furthermore, Harris stated that reading is a process of involving meaning and self-evident, but it can hardly be overemphasized that obtaining the meaningful response is hard in reading process<sup>15</sup>. Furthermore, Kolers(1973,p.29) in Karim Sadeghi, reading is

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<sup>12</sup>H. Douglas Brown.*Principle of Language Learning and Teaching*, Fourth Edition. (New York: Addison Wesley Longman. Inc.2000)p.1

<sup>13</sup>Mikulecky, Beatrice S and Linda Jeffries. *More Reading Power*. USA: Wesley Publishing Company.1996.p.7

<sup>14</sup>Harris, Karren R. and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.2007.p.104

<sup>15</sup>Harris,AJ.*How to increase Reading Ability*.(New York: David McKay Company,INC,1970)p.3

one of the most complex forms of information processing.<sup>16</sup> In this case, we can conclude that reading is not an easy job because it is full of the process that has to be done by the reader.

Reading could be enjoyable activity when it is carried out efficiently. Students should be motivated to acquire this competence and they should read a lot to cover the information and to increase their knowledge. Reading is not something that every individual learns to do, but in fact it is probably true to say that more time is spent in teaching reading more than any other skill. Reading can mean such diverse thing as interpreting, analyzing, or attempting to make predictions. On the other hand, it is a means of language acquisition, of communication, to sharing information and ideas. Like all languages, it is complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

Reading is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. , Rumelhart 1997 in Jo Ann Aebersold, Reading involves the reader, the text, and the interaction between text and reader.<sup>17</sup> In this, case readers' engagement in reading process is based on their past experience, both in learning how to read and also in ways reading first in to their lives. According to Kalayo Hasibuan stated that reading is an interactive

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<sup>16</sup>Karim Sadeghi. *The Key for Succesful Reader-writer Interaction : Factor Affecting ReadingComprehension in L2 Revisted Vol.4.2007*.p.1. ( Retrieved on Tuesday, January 08, 2013) at [www.asian-afl-journal.com/june 07zl.php](http://www.asian-afl-journal.com/june%207zl.php)

<sup>17</sup>Jo Ann Aebersold. *From Reader to Reding Teacher : Issues and strategies for second language classroom*. (New York; Cambridge University Press, 1997).p5

process that goes on between the reader and the text, resulting in comprehension<sup>18</sup>. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. It involves various and mixed activities. According to Francois Grellet(1999), reading is an active skill.<sup>19</sup> So, it means that reading is not to be passive activity but reading is an active process in which the readers relate information in the text to what they already know.

According to W Rivers (1968, pp 215-217) in Donn Byrne , reading involves recognition of certain patterns of symbols and that these represent particular sounds which form words he may use, or may hear spoken.<sup>20</sup> This means that reader also come to recognize with ease particular words which clarify the logical relationship among segments of sentence or section of discourse. Judi Moreillon stated that reading is making meaning from print and visual information.<sup>21</sup> It means that to get knowledge of the language allows readers to identify the printed words and sentences. In order to read, we must be able to decode (sounds out) the printed words and also comprehend what we read.

Moreover. Reader knowledge, skills, and strategies include :

- 1) Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

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<sup>18</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as Foreign Language (TEFL)*, Alaf Riau Graha UNRI Press, Pekanbaru, 2007, p.115

<sup>19</sup>Frncois Grellet. *Developing Reading Skills : A Practical Guide to Reading Comprehension Excercises*. (United Kingdom : Cambridge University Press ; 1999), p.8

<sup>20</sup>Donn Byrne. *English Teaching Perspective* .(Harlow : Longman, 1981)p.122

<sup>21</sup>Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007). Pp.10



- 2) Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.
- 3) Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- 4) Strategic competence: the ability to use top down strategies as well as knowledge of the language.<sup>22</sup>

Futhermore, Grellet also states about the reason why a reader wants to read a reading material. The reason are reading for pleasure and reading for information.<sup>23</sup> From the explanation above, the writer concludes that when a reader is engaged in reading activity for several purposes and those purposes also lead the reader to gain the important purposes of reading; comprehension.

Besides, the purposes of reading are various, the ways of reading are also the same. According to Grellet, there are four main ways of reading. They are as follows:<sup>24</sup>

- a. Skimming : Quickly running one's eyes over a text to get the gist of it.
- b. Scanning : Quickly going through a text to find a particular piece of information.
- c. Extensive reading :Reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

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<sup>22</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op.Cit.* pp.115

<sup>23</sup>Francois Grellet.1981.*Developing Reading Skills : Practical Guide to Reading Comprehension Excersices.* New York: Cambridge University Press,p.4

<sup>24</sup>Ibid

- d. Intensive Reading :Reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.

There are two reading activities in English that help students to get the comprehension, According to I.S.P Nation, there are two types of reading text<sup>25</sup>:

1) Intensive reading

Intensive reading means increasing learners' knowledge of language features and their control reading, this type of reading leads to pay full attention to translate or make full comprehension, the reader tries to find the meaning every word in the text.

2) Extensive reading

Extensive reading means the meaning focused on input and fluency of development standard, depending on the level of the books that the learner reads. This type commonly use the scanning and scamming system, this is just looking for the key word of the text to take a comprehension of the text, and this type is always easy to be applied by every learner.

## **2. The Nature of Reading Comprehension**

Reading can not be separated from comprehension because the purpose of the result of reading activity is to comprehend what has been read.

Kalayo Hasibuan stated that the purpose(s) for reading and the type of text

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<sup>25</sup>I.S.P.Nation. *Teaching ESL/EFL Reading and Writing*, [electronic version]. (New York: Routledge Taylor and Francais Group 2009) p.134

determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.<sup>26</sup> According to Anderson in Caroline T. Linse, the aim of reading is to comprehend. In other words, reading is focused on comprehension of the reader.

According to Catherine Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as:<sup>27</sup>

- a. The reader who doing the comprehension
- b. The text is to be comprehension
- c. The activity in which comprehension is a part.

In addition, Catherine Snow states that to comprehend, a reader must have a wide range of capacities and abilities.<sup>28</sup> These Include :

- 1) Cognitive capacity(e.g. attention, memory, critical, analytic ability, interference, and visualization ability)
- 2) Motivation ( a purpose for reading an interest in the content being read, and self-efficacy)
- 3) Various type of knowledge ( vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies)

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<sup>26</sup> Kalayo Hasibuan, *Op.Cit*

<sup>27</sup> Catherine Snow and Chair, *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*, RAND Reading Study Group, Santa Monica, CA, 2002, pp.11

<sup>28</sup> Ibid., pp.13-14

According to Hornby, comprehension is the mind act or power of understanding.<sup>29</sup> When one reads something, he actively goes along to comprehend what the writer intended message by predicting, evaluating, selecting significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on reader's experiences and prior knowledge. Judi Moreillon states that background knowledge is always behind us backing up our comprehension.<sup>30</sup>

From ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understands it according to experiential background or prior knowledge and interpret it that the readers needs and purpose.

In teaching reading, there are several principles that must be considered by the teacher. This teaching principle may guide the teacher in the process of teaching reading. According to Harmer there are six principles of teaching reading. They are as follows:<sup>31</sup>

- a. Reading is not a passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures and arguments.
- b. Students need to be engaged with what they are reading : the students who do not engage with the text will not have any

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<sup>29</sup> A.S. Hornby. *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, Oxford, 1987, p.174

<sup>30</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007). Pp.10

<sup>31</sup> Jeremy Harmer .2001. *How to Teach English*. Edinburgh: Longman, p.70

interest to the text. So they need to be engaged with the material they read.

- c. Students should be encouraged to respond to the content of a reading text, not just the language : It is important to let the students to respond the meaning of the message of the reading text.
- d. Prediction is the major factor in reading : The prediction may help the students to comprehend the text about.
- e. Match the task topic: The teacher should choose the reading task which is suitable with the reading topic.
- f. Good teacher exploits reading text to the full: Good teacher integrates the reading text into interesting class sequences.

### **3.The Nature of Analytical Exposition text**

Analytical Exposition text is a piece of writing that tries to convince the readers to agree with the writer's viewpoint by analyzing a certain issue within the text.<sup>32</sup> In this case analytical exposition means that tending or aiming to persuade.

The Generic Structure of Analytical Exposition Text are :

1. **Thesis** : Introduces topic and indicates writer's position.
2. **Arguments** : Support the thesis by presenting a series of arguments.
3. **Recommendation** : Restates the writer's point of view.

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<sup>32</sup><http://nurinuryani.wordpress.com/functional-texts/kumpulan-tugas/analytical-exposition/> retrieved on Sunday, 03 february 2013

In linguistic characteristic of analytical exposition, the grammatical features of analytical exposition are as follows:<sup>33</sup>

- a. Using emotive words; alarmed, worried
- b. Using abstract noun; policy, advantage, etc
- c. Using action verb
- d. Using thinking verb
- e. Using modal adverb; certainly, surely, etc
- f. Using temporal connective; firstly, secondly, etc
- g. Using evaluative words; important, valuable, trustworthy, etc
- h. Using passive voices
- i. Using simple present tense

Here is the example of Analytical Exposition Text.<sup>34</sup>

### **The Importance of Reading**

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc.

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<sup>33</sup><http://www.englishdirection.com/2007/12/what-is-analytical-exposition.html> Retrieved on February, 3 2013

<sup>34</sup>[http://smanpluspropriau.com/index.php?option=com\\_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103](http://smanpluspropriau.com/index.php?option=com_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103) (Retrieved on February 6<sup>th</sup>, 2012)

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, novel, comic, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

**Thesis:** The writer's thought is presented as thesis which is proven with several arguments. In the first paragraph, the writer points his thought about the importance of reading. It is important for us to give good influences of reading.

**Arguments:** The next paragraphs show the writer arguments in supporting his thesis. It is supported by various information that there are a many good effects and also advantages about reading for us. One reason states that much reading we can get a lot of knowledge about many things in the world. The others show that reading can give us pleasure too.

**Recommendation:** After stating the thesis and proving with various arguments, the text is completed with the writer's recommendation on reading is truly important in our life.

#### 4. The Nature of Topic Details Main Idea Strategy

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.<sup>35</sup> In addition, learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.<sup>36</sup>

Rebecca states that there are two majors of strategies , as follows :<sup>37</sup>

- a. Direct strategies are language learning strategies that directly involve the target language. Direct strategies for dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of specific tasks and situation. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps. This strategies is also subdivided into memory, cognitive, and compensation.
- b. Indirect strategies for general management of learning. This class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others. However, the subdivided of this strategies are metacognitive, affective, and social.

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<sup>35</sup>Rebecca. L. Oxford, Language Learning Strategies (New York: NewBury House Publisher, 1991),1

<sup>36</sup>Ibid, 8

<sup>37</sup> Ibid, 14



Dealing with my strategy, Topic-detail-main idea strategy is include to Compensation strategies of direct class. Because, compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge.<sup>38</sup> In short, compensation strategies can be used for selecting the topic to get deep comprehension.

According to Jennings in Julie Beyer, Topic Details Main Idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage.<sup>39</sup> So, by using topic details main idea strategy the students easy to find topic, details , and main idea in the passage.

a. Topic

The topic sentence is the most general statement of the paragraph. It is the key sentences because it names the topic and the central idea; the writers main idea, opinion, and feeling about that topic<sup>40</sup>. In other words, topic is the broad, general theme or message in a paragraph. Furthermore, John Lagen stated that topic sentences are usually in the first sentence of the paragraph, but not always. They may also be located within the paragraph or at the end of the paragraph. They may even appear twice – at the beginning and at the end.<sup>41</sup> In short, topic means that the subject of the passage.

b. Detail

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<sup>38</sup> Ibid.49

<sup>39</sup> Julie Beyer, *Op.Cit* p. 10

<sup>40</sup> M.Syafi'i. S. *From Paragraph to a Research Report: A writing of English for Academic Purposes*. (Lembaga Bimbingan Belajar Syaf Intensive/ LBSI: Pekanbaru, 2007.) p.3

<sup>41</sup> Langen and Lynn Jenkins. *From: Tens Steps To Advancing College Reading Skills* (Learning Assistance Center University of Hawaii, Manoa) [Electronic version]

There are two kinds of details : major and minor, support the main idea by telling how, what, when, where, why, how much, or how many.<sup>42</sup> Moreover, M. Syafi'i stated that A mayor supporting sentence is a sentence that directly supports the idea impressed in the topic sentence. A minor supporting sentences directly supports the major supporting sentence and at the same time indirectly supports the topic sentence.<sup>43</sup> However, the main function of the supporting sentence is to provide the reader with evidence that idea expressed in the topic sentence is true.

### c. Main Idea

The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.<sup>44</sup> In other words, The main idea can usually be located if you can determine what the topic is. Main ideas are always dependent on the purpose for reading and the judgment of the reader.<sup>45</sup> Educators should give students the opportunity to engage with the same texts for different purposes. Main idea can be determined as the main point that author try to convey.

There are several clues to identify the topic, the details, and main idea of the passage, as follows<sup>46</sup> :

#### 1. Identify the topic

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<sup>42</sup>(<http://academic.cuesta.edu/acasupp/as/308.HTM>, 2003) Retrieved on Tuesday, January 16, 2013)

<sup>43</sup>M.Syafi'i. S. *Op.Cit* p.5

<sup>44</sup>(<http://academic.cuesta.edu/acasupp/as/308.HTM>, 2003) Retrieved on (Tuesday, January 16, 2013)

<sup>45</sup>Judie Moreillon. *Op.cit* p.103

<sup>46</sup>Jeffrey D. Wilhelm. *A Study Guide for Improving Comprehension With Think Aloud Strategies*. Scholastic:2006, pp.128-129

To find the clues to topic ; look at the title, look at the first and the last paragraph – the topic usually named, look at(captions, pictures, words in bold, headings, and so forth for the clues to topic).

## 2. Identify the details

Authors often plant important ideas in ; details that reflect or refer to the title, it is at the beginning of the text or at the end, repetition, lots of attention given to detail, for instance, long explanation or description.

## 3. Identify the main idea

The statement or central focus you name must make a point about the topic and cover the whole selection, the central focus consider how the details relate to one another or lead to one another (what caused or lead to what), consider the ending and how the details or events led this final conclusion.

The advantages of topic-detail-main idea strategy :

- a. To help students identify the topic of the passage, the details of the passage, and the main idea of the passage.<sup>47</sup>
- b. To make students easy to comprehend the topic of the passage, the details of the passage, and main idea of the passage.
- c. To generate question about the topic and details of the passage.

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<sup>47</sup>Julie Beyer. *Strategies for Helping Struggling Readers Comprehend Expository Text*.  
Fall : SPED.2007

- d. To make topics, main ideas, and supporting details work together; the main idea makes an argument about the topic, the details offer support for the main idea.

### **5. Teaching Topic-Detail-Main Idea Strategy Towards Students' Reading comprehension in Hortatory Exposition Text**

This strategy can be used in teaching and learning process to improve reading comprehension in term of comprehending hortatory exposition text. In the implementation of this technique, the procedures are as follows :<sup>48</sup>

- a. The teacher asks the students to read the entire section of the text.
- b. The teacher asks the students to reread the first paragraph of the text.
- c. The teacher asks the students to locate the topic of the paragraph, and state the topic in one to two words.
- d. The teacher asks the students to underline each thing that the author wrote that related to the topic (the details); this process should be done for each paragraph in the passage.
- e. The teacher asks the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.

### **B. The Relevant Research**

According to Syafi'i, a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the

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<sup>48</sup>Ibid

research you are conducting.<sup>49</sup> In this case, there are two researchers concerning reading comprehension:

1. A research done by Siti Rahmi Utami in 2012 as an alumnus of State Islamic University of Sultan Syarif Kasim entitled “ The Effect of Using Self Monitoring Strategy toward Reading Comprehension of the Second Year Students at SMA 14 Pekanbaru. In her research, the second hypothesis was accepted, because in T-table at level significant 5% = 2.00 and 1% = 2.65. It can be see that  $2.00 < 5.128 < 2.65$  . She found that there is significant effect of using Self Monitoring Strategy toward Reading Comprehension of the Second Year Students at SMA 14 Pekanbaru.
2. A research done by Egis Fajruna El-Mubarok. She conducted a research entitled “ The Effect of Pre- Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru. From the research, she found that the second hypothesis was accepted because T-table at the 5 % grade of significance refers to 2.01. While in the level of significance 1 % is 2.68. Therefore, it can be analyzed that  $t_{ois}$  is higher than T-table in either at 5% or 1 % grade of significance. It can be read that  $2.01 < 8.26 > 2.68$ . It means that there is significant effect of Pre- Question toward reading comprehension at the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru.

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<sup>49</sup>M.Syafi'i. S. *Op.Cit* p.122

That means, there is any significant difference between using collaborative strategic reading for reading comprehension achievement.

### **C. The Operational Concept**

The Operational concept, the writer would like to explain briefly about variable of the research itself. There are two variables used. The first is Topic Details Main Idea Strategy as the teachers' technique in teaching reading comprehension, the second is students' comprehension in reading. Topic Details Main Idea Strategy is an independent variable(X) and reading comprehension is a dependent variable(Y), to operate the investigation on the variable, the researcher will work based on the following indicators.

1. The Indicators of Topic Details Main Idea Strategy (Variable X)
  - a. The teacher asks the students to read the entire section of the text.
  - b. The teacher asks the students to reread the first paragraph of the text.
  - c. The teacher asks the students to locate the topic of the paragraph, and state the topic in one to two words.
  - d. The teacher asks the students to underline each thing that the author wrote that is related to the topic (the details); this process should be done for each paragraph in the passage.
  - e. The teacher asks the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.

## 2. The Indicators of Reading Comprehension (Variable Y) in reading

hortatory exposition text are as follows :

- a. Students are able to identify topic in analytical exposition text
- b. Students are able to identify supporting details of analytical exposition text
- c. Students are able to identify generic structure of analytical exposition text
- d. Students are able to identify communicative purpose of analytical exposition text
- e. Students are able to identify the vocabulary of analytical exposition text<sup>50</sup>

## **D. Assumption and Hypotheses**

### **1. Assumption**

In general, the assumption of the research can be expressed as follows :

- a. Topic Details Main Idea strategy gives some effects on students' reading comprehension.
- b. Through Topic Details Main Idea strategy, the students can improve their comprehension in reading.

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<sup>50</sup>Department of National Education. *School based curriculum syllabus of English*.2006.p.4

## **2. Hypothesis**

H<sub>0</sub>: There is no significant effect of topic-detail-main idea strategy toward students' reading comprehension of analytical exposition text.

H<sub>a</sub>: There is significant effect of topic-detail-main idea strategy toward students' reading comprehension of analytical exposition text.

## **BAB III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

The research was designed systematically in order to analyze the data of the respondent of the research on their reading comprehension in Hortatory Exposition text. The method that used in this research was experimental research. Experimental research is a research in which the investigator determines whether an activity or material make a difference in result participants.<sup>51</sup> The design of

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<sup>51</sup>John W.Creswell. *Educational Research:Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey:Pearson,2008)p.60



this research was quasy-experimental designs with nonequivalent control group that had experiment group and control group. Furthermore, nonequivalent control group design is one of the most widespread experimental designs in educational research<sup>52</sup>. There are two kind of quasy experimental design : pre-test and post-test.<sup>53</sup>

In conducting this research the writer used two classes. The control group was only given a pretest-posttest without particular treatment given to the experimental group. However, the material given to each group was similar. In this research there were two variables that became the focus of this research. Firstly, independent variable was the effect of using Topic Details Main Idea strategy symbolized by “X” and then secondly, dependent variable was students’ reading comprehension in hortatory exposition text symbolized by “Y”.. According to Sukardi, the design of this research can be illustrated as follows :<sup>54</sup>

**Table III.1**  
**Research Design**

<b>Group</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
Experiment	Y <sub>1</sub>	X	Y <sub>2</sub>
Control	Y <sub>2</sub>	-	Y <sub>2</sub>

Where

Y<sub>1</sub> and Y<sub>2</sub> : The pretest for both two groups

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<sup>52</sup>Donald T. Campbell and Julian Stanley, *Experimental and Quay Experimental Design for Research*, (New York : Rand McNally and Company, 1963) p.47

<sup>53</sup>Ibid

<sup>54</sup>Prof. Sukardi, Ph.D. *Methodology Penelitian Pendidikan : Kompensasi dan Praktiknya*. (Jakarta: Bumi Aksara .2010) p.186

X : Treatment Experiment group

Y<sub>2</sub> and Y<sub>2</sub> : The Posttest for both two groups

## **B. Subject and Object of the Research**

The subject of this research was the second year students of senior high school 5 Pinggir Bengkalis Regency, while the object of this research was the effect of using topic-details-main idea strategy toward students reading comprehension in analytical exposition text.

## **C. Location and Time of The Research**

The research was conducted at the second year of students senior high school 5 Pinggir, Bengkalis Regency. This school is located in Suriname Sebang. Maximally, this research was conducted from August to September 2013.

## **D. Population and Sample of the Research**

### **1). Population**

The population of this research was the second year students of senior high school 5 Pinggir Bengkalis Regency in 2012/2013 academic years. The entire students was 83 students. It had 3 classes which consisted of 1 class of natural science and 2 classes of social science.

**Table III.2**  
**Population of the Research**

No	Class	Population
1.	XI IPA	33
2.	XI IPS <sup>1</sup>	25
3.	XII IPS <sup>2</sup>	25
<b>Total</b>		83 students

## 2). Sample

Based on the research design, the researcher took only two classes for the samples taken by using cluster sampling technique. Based on Gay and Airasian, all the members of selected group have similar characteristics.<sup>55</sup> They are one class as control group and another as experimental group. Each class consisted of 33 students. Those classes were XI IPS<sup>1</sup> and XI IPS<sup>2</sup>.

**Table III.3**  
**The Sample of the Research**

No	Class	Male	Female	Number of Student
1	XI IPS <sup>1</sup>	12	14	26
2.	XI IPS <sup>2</sup>	11	15	26
Total		23	29	52

## E. Technique of Collecting data

In this research, the writer used test to collect the data; pre-test and post-test to the student. In teaching reading in our curriculum (KTSP), if the students

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<sup>55</sup>L.R. Gay and Peter Airasian. 2000. *Educational Research Competencies for Analysis and Application*. Six ed. new jersey : prentice-hall, inc p.129

are able to achieve to goal, this means that assessment of reading ability needs to be corrected with purposes of reading.

The writer used multiple choice technique that will be designed by using four choosing and the respondent choose one. There were 20 question that should be done by the students in 2x45 minutes with the indicators; students are able to identify main idea,to identify the supporting details,to identify reference, to make inference,and to identify the vocabulary of analytical exposition text.

The tests were divided into two tests;

- a. Pretest was given to the students before treatment of the strategy to both of the experimental class and control class, this test will be used to measure basic reading comprehension in analytical exposition.
- b. Post test was given after doing the treatment of the strategy to the experimental class and control class was not given to the students whether it made difference or not in reading analytical exposition.

**Table III.4**

Here is the blue print of reading comprehension test :

No	Indicators of Reading Comprehension	Items number
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1	Students are able to identify topic	1,6,11,16
2	Students are able to identify the supporting details	2,7,12,17
3	Students are able to identify generic structure of analytical exposition text	3,8,13,18
4	Students are able to identify the communicative purpose of the text	4,9,14,19
5	Students are able to identify the vocabulary of analytical exposition text.	5,10,15,20
Total		20

According Arikunto, there is one technique used to describe percentage of achievement of reading activity<sup>56</sup> :

**Table: III.5**

NO	CLASSIFICATION	SCORE
1	Excellent	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	30-39

In this research, the writer, used this table to assess the reading comprehension in hortatory exposition text of the second year at SMAN 5

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<sup>56</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (edisi revisi)*. (Jakarta: Bumi Aksara.2007)p.245.

Pinggir, Bengkalis Regency. The test started by giving try out in order to find validity, reliability of the test.

### **1. Validity**

Before the test were given to the sample, both of test had been tried out to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item of difficulty was determined as the proportion of correct responses. The formula for item of difficulty is as follows : <sup>57</sup>

$$P = B/JS$$

Where P : index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is  $>0,30$  and  $<0,70$ .<sup>58</sup> It means that the item test is accepted if the level of difficulty is between  $0,30 - 0,70$  and it is rejected if the level of difficulty is below  $0,30$  (difficult) and over  $0,70$  (easy). Then, the proportion correct is represented by “p”. See in appendix 5.

Based on the try out result, it was determined that there were some items tests rejected because those items were too easy and too difficult. It means that

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<sup>57</sup>*Ibid.Pp.246*

<sup>58</sup>*Ibid. Pp. 210*

they should be revised with new items that were appropriate ones. The result of try out is as follows:

**Table III. 4**  
**The Item Difficult of Try Out**

<b>Item Number</b>	<b>Item Difficulty</b>	<b>Result</b>
1	0.77	Easy/Rejected
2	0.45	Accepted
3	0.18	Difficult/Rejected
4	0.67	Accepted
5	0.64	Accepted
6	0.61	Accepted
7	0.74	Easy/Rejected
8	0.61	Accepted
9	0.58	Accepted
10	0.48	Accepted
11	0.51	Accepted
12	0.54	Accepted
13	0.48	Accepted
14	0.64	Accepted
15	0.61	Accepted
16	0.29	Difficult/Rejected
17	0.67	Accepted
18	0.64	Accepted
19	0.58	Accepted
20	0.45	Accepted

Some items rejected were item number 1,3,7,16. They had been revised.

## **2. Reliability**

A test must first be reliable as measuring instrument. Reliability is a characteristic of any good test. A reliability measure is one that provides consistent and stable indication of the characteristic being investigated.<sup>59</sup> Calculation of reliability uses various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21 formula. From all of these formula, the researcher used the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows:

$$r_{ii} = \left( \frac{n}{n-1} \right) \left( \frac{St^2 - \sum pq}{St^2} \right)$$

Where are :

$$S_t^2 = \frac{\sum x_t^2}{N}$$

$$= \frac{196.97}{31}$$

$$= 6.35$$

$n = 20$   
 $St^2 = 6.35$   
 $\sum pq = 4,76$   
 $x_t^2 = 196.97$   
 $N = 31$

So,

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<sup>59</sup>Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. 2009.p.



$$\begin{aligned}
r_{ii} &= \left( \frac{n}{n-1} \right) \left( \frac{St^2 - \sum pq}{St^2} \right) \\
&= \left( \frac{20}{20-1} \right) \left( \frac{6.35 - 4.76}{6.35} \right) \\
&= \left( \frac{20}{19} \right) \left( \frac{1.59}{6.35} \right) \\
&= (1.05)(0.25) \\
&= 0.8 \\
r_{ii} &> r_t .
\end{aligned}$$

The statistical counting above, the score reliability of the test is **0.8**. To know the reliability of the test must be compared with r product moment.  $r_{ii}$  must be higher than  $r_t$ . Then  $r_t$  at 5% grade of significant is 0.349. While in the significant 1 % is 0.449. So, it can be analyzed that  $r_{ii}$  higher than  $r_t$ .  $5\% < r_{ii} > 1\%$ . ( $0.349 < \mathbf{0.8} > 0.449$ ). On the other hand, the instrument is reliable.

## F. Technique of Data Analysis

In analyzing the data, the writer used scores of pre-test and post-test of experimental and control group. This score was analyzed statistically.

### 1. Independent sample t-test

The t-test for independent sample is used to determine the first and the second of the formulation of the problem, whether there is probably a significant difference between the means of two independent sample.<sup>60</sup> The different mean is analyzed by using T-test formula<sup>61</sup>

T-test formula

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<sup>60</sup>L.R. Gay and Peter Airasian. *Op cit*, 484

<sup>61</sup>Hartono. *Statistik Untuk Penelitian*. ( Yogyakarta: Pustaka Pelajaran, 2008) p.193

$$t_0 = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

$t_0$  : The value of T-obtained

$M_x$  : Mean score of experimental sample

$M_y$  : Mean score of control sample

$SD_x$  : Standard deviation of experimental class

$SD_y$  : Standard deviation of control class

$N$  : Number of the students

The t-test obtained by considering the degree of freedom(df) = (n<sub>1</sub>+n<sub>2</sub>)-2.

The t-table is employed to see whether there is a significant difference between the mean score of both experiment and control group. The t-obtain value is consulted with the value of t-table at degree of freedom (df) = (N<sub>1</sub>+ N<sub>2</sub>)-2 statically hypothesis  $H_a = t_0 > t\text{-table}$

$H_o = t_0 < t\text{-table}$

$H_a$  is accepted if  $t_0 > t\text{-table}$  or there is effect of using topic- detail- main idea strategy on students' reading comprehension in analytical exposition text.

$H_o$  is accepted if  $t_0 < t\text{-table}$  or there is no effect of using topic- detail- main idea strategy on students' reading comprehension in analytical exposition text.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of Research Procedure**

The purpose of the research was to obtain the effect of topic-detail-main idea strategy on reading comprehension in expository text of the second year students at SMAN 5 Pinggir, Bengkalis regency. The data were obtained from students' post-test scores for experimental class and control class. Then to obtain the homogeneity of students' reading comprehension, the writer gave pre-test to all of the population to determine two classes as the samples. It was found that class XI IPS.1 was experimental class, and XI IPS.2 was control class.

Before taking the data from the sample, the researcher gave try out to the other class in order to prove whether the test was reliable or not. The researcher asked the students to answer some questions based on the text given; the text was an analytical exposition text. The technique of taking the sample was clustering random sampling, it was found that class XI IPS.1 was experimental class, and XI IPS.2 was control class. Then, the researcher gave treatments to the experimental class for eight meetings.

After giving treatments to the experimental class, the researcher used the same format of questions and text of analytical exposition to the test students' reading comprehension for the post-test of experimental class. While for the control class, taught without using treatments, the researcher used the same format of question of analytical exposition text for their post test too.

The data were obtained by giving post test to the experiment and control classes. The result of reading test was evaluated by concerning five components:

1. Students are able to identify main idea in analytical exposition text
2. Students are able to identify supporting details of analytical exposition text
3. Students are able to identify generic structure of analytical exposition text
4. Students are able to identify communicative purpose of analytical exposition text
5. Students are able to identify the vocabulary of analytical exposition text

Besides, the writer got the data from the students' post-test of both experimental class and control class. The total score of the test for both classes were significant difference. The total score of the experimental class was 2376 while the highest score was 88 and the lowest was 56. The total score of control class was 1684 while the highest score was 76 and the lowest score was 44.

## **B. The Data Presentation**

There were data of presentation that were served by the writer. It was the data from pre-test and post-test. They are:

## 1. The Data of Classroom Observation

In this research, the writer also used the observation to support the writer's research in collecting the data. When the observation was done by the writer, the writer taught the students directly. The English teacher always observed the writer in the classroom. The English teacher observed the writer for eight meetings in the experimental group. To obtain how to use share one; get one technique on reading comprehension in hortatory exposition text, the writer took data from classroom observation. It is described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in the table below:

**Table IV. 1**  
**The Percentage of Student's Activity**

No.	Indicators of Using Topic-Detail-Main Idea strategy	Alternative Answers	
		Yes	No
1	The teacher tells the class that they are going to learn analytical exposition text by applying topic-detail-main idea strategy	8	0
2	The teacher asks the students what they know about what are going to be learnt	8	0
3	The teacher asks the students to read the entire section of the text.	8	0
4	The teacher asks the students to reread the first paragraph of the text.	6	2

5	The teacher asks the students to locate the topic of the paragraph, and state the topic in one to two word.	<b>6</b>	<b>2</b>
6	The teacher asks the students to underline each thing that the author wrote related to the topic (the details); this process should be done for each paragraph in the passage.	<b>7</b>	<b>1</b>
7	Once students have done this for the entire passage the teacher asks the students to identify the main idea based on the topics and details they have already identified	<b>7</b>	<b>1</b>
Total		<b>50</b>	<b>6</b>
Percentage			

The writer used the following formula to get the percentage of the observation:

$$P = F/N \times 100\%$$

Where P : Percentage

F : Frequency of the score

N : Number of Case

(Sedjiono)<sup>62</sup>

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<sup>62</sup> Anas Sudjiono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada, 2007). P. 43

$$50/56 \times 100\% = 89.3\%$$

$$6/56 \times 100\% = 10.7\%$$

Based on the data, the category of the observation can be seen below<sup>63</sup>:

- a. 76 – 100% = Very good
- b. 56 – 75% = Enough
- c. 40 – 55% = Less
- d. Less than 40% = Bad

The table IV. 1 shows the result of observation of the effect in experimental group. The result of observation for answer “yes” is 89.3%, and it can be categorized in the level of very good and for answer “no” is 10.7%, it can be categorized into the level of bad.

## **2. The Data Presentation from the test**

### **a. Students’ Reading Comprehension Taught by Using Topic-Detail-Main Idea Strategy**

The data of students’ reading comprehension taught by using Topic-detail-main idea strategy were gotten from pre-test of students XI IPS 1 as an experimental class taken from the sample of this class (26 students).

It can be seen in the table below:

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<sup>63</sup> Suharsimi Arikunto, *Loc. Cit.* p. 245

**Table IV.2**  
**The score of the students' reading comprehension taught by using**  
**Topic-Detail-Main Idea Strategy**

No	Students	Experimental Class	
		pretest	posttest
1	Student 1	50	60
2	Student 2	60	65
3	Student 3	40	65
4	Student 4	70	75
5	Student 5	70	70
6	Student 6	55	75
7	Student 7	65	75
8	Student 8	75	80
9	Student 9	65	75
10	Student 10	75	85
11	Student 11	60	65
12	Student 12	65	70
13	Student 13	60	65
14	Student 14	70	70
15	Student 15	75	80
16	Student 16	60	70
17	Student 17	65	75
18	Student 18	70	75
19	Student 19	75	85
20	Student 20	45	60
21	Student 21	70	75
22	Student 22	75	75
23	Student 23	55	70
24	Student 24	60	75
25	Student 25	70	75
26	Student 26	65	70
	Total	1665	1880
	Mean	64.03	72.3



From table IV.2, the writer found that the total of pre-test in experimental class was 1665 while the highest was 75 and the lowest was 40 and the total score of post-test in experimental class was 1880 while the highest score was 85 and the lowest score was 60. The frequency score of pre-test and post-test which was significantly different and it can be seen below:

**Table IV.3**  
**The frequency score of Pre-test of Experimental Class**

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
40	1	3.8	3.8	3.8
45	1	3.8	3.8	7.7
50	1	3.8	3.8	11.5
55	2	7.7	7.7	19.2
60	5	19.2	19.2	38.5
65	5	19.2	19.2	57.7
70	6	23.1	23.1	80.8
75	5	19.2	19.2	100.0
Total	26	100.0	100.0	

From the table above, it shows that there was 1 student who got score 40 (3.8%); there was 1 student who got 45 (3.8%); there was 1 student who got 50 (3.8%); there were 2 students who got 55 (7.7%); there were 5 students who got score 60 (19.2%); there were 5 students who got score 65 (19.2%); there were 6 students who got score 70 (23.1%); and there were 5 students who got score 75

(19.2%). The highest frequency was 6 at the score 70. The total frequency was 26.

**Table IV.4**  
**The frequency Score of Post-test of Experimental Class**

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
60	2	7.7	7.7	7.7
65	4	15.4	15.4	23.1
70	6	23.1	23.1	46.2
75	10	38.5	38.5	84.6
80	2	7.7	7.7	92.3
85	2	7.7	7.7	100.0
Total	26	100.0	100.0	

Based on the table above, it can be seen that in post-test there were 2 student who got score 60(7.7%), 4 students got score 65 (15.4%), 6 students got score 70 (23.1%), 10 students got score 75 (38.5%), 2 students got score 80 (7.7%), 2 students who got score 85(7.7%), The highest frequency was 10 at the score 75. The total frequency was 26.

Besides, the mean (Mx) and Standard Deviation (d) were also needed in analyzing data gotten from the scores of pre-test and post-test. In determining the mean and standard deviation, the writer used the software SPSS 16 version to calculate it. The mean and the standard deviation of pre-test and post-test can be seen in table IV.

**TABLE IV.5**

**The mean and standard deviation of pre-test and post-test  
of experimental class**

	<b>Mean</b>	<b>Std. Deviation</b>
<b>Pre-test</b>	<b>64.04</b>	<b>9.383</b>
<b>Post-test</b>	<b>72.31</b>	<b>6.519</b>

From the table IV.4, the mean of pre-test in experimental class is 64.04 and the standard deviation of pre-test in experimental class is 9.383. The mean of post-test in experimental class is 72.31 and the standard deviation of post-test in experimental class is 6.519. The classification can be seen from the following table:

**TABLE IV.6**  
**The Classification of Experimental Class Score (Post-Test)**

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	4	15.4%
2	Good	66-79	16	61.6%
3	Enough	56-65	6	23%
4	Less	40-55	-	0%
5	Fail	30-39	-	0%
Total			26	100%

Based on the table above, it can be seen that there are 5 categories for students' reading comprehension of experimental class. The frequency of Very Good category is 4 students (15.4%), the frequency of Good category is 16 students (61.6%), the frequency of Enough category is 6 students (23%), there is no student who is categorized into Less and Fail category. The table shows that the highest percentage of experimental class is 61.6%. Thus, the majority of the students in experimental class are classified as Good.

**b. Students' Reading Comprehension taught without Topic-detail-main idea Strategy**

The data of students' reading comprehension taught without using topic-detail-main idea strategy were also taken from pre-test and post-test of XI IPS 2 as control class taken from the sample of this class (26) students:

**Table IV.7**  
**Table score of students' reading comprehension taught without using**  
**Topic-detail-main idea Strategy**

NO	Students	Control Class	
		Pretest	Posttest

1	Students	60	65
2	Students	60	60
3	Students	50	55
4	Students	55	60
5	Students	45	55
6	Students	55	60
7	Students	45	55
8	Students	60	55
9	Students	65	70
10	Students	60	45
11	Students	40	45
12	Students	65	65
13	Students	75	65
14	Students	70	75
15	Students	65	70
16	Students	60	75
17	Students	65	65
18	Students	60	70
19	Students	50	55
20	Students	50	65
21	Students	45	50
22	Students	40	50
23	Students	70	75
24	Students	50	65
25	Students	55	55
26	Students	60	65
Total		1475	1590
Mean		56.73077	61.15385

From table IV.6, the writer found that the total of pre-test in control class was 11472 while the highest was 75 and the lowest was 40 and the total score of post-test in control class was 1590 while the highest score was 75 and the lowest

score was 45. The frequency score of pre-test and post-test which was significantly different and it can be seen below:

**Table IV.8**  
**The frequency Score of pre-test of Control Class**

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	7.7	7.7	7.7
45	3	11.5	11.5	19.2
50	4	15.4	15.4	34.6
55	3	11.5	11.5	46.2
60	7	26.9	26.9	73.1
65	4	15.4	15.4	88.5
70	2	7.7	7.7	96.2
75	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 2 students who got score 40 (7.7%), 3 students got score 45 (11.5%), 4 students got score 50 (15.4%), 7 students got score 60 (26.9%), 4 students got score 65 (15.4%), 2 students got score 70(7.7%), and 1 student got 75 (3.8%). The highest frequency was 7 at the score 60. The total frequency was 26.

**Table IV.9**  
**The frequency Score of Post-test of Control Class**

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
-----------------------	-----------	---------	---------------	--------------------

45	2	7.7	7.7	7.7
50	2	7.7	7.7	15.4
55	6	23.1	23.1	38.5
60	3	11.5	11.5	50.0
65	7	26.9	26.9	76.9
70	3	11.5	11.5	88.5
75	3	11.5	11.5	100.0
Total	26	100.0	100.0	

Based on the table above, it can be seen that in post-test there were 2 students who got score 45 (7.7 %), 2 students got score 50 (7.7%), 6 students got score 55 (23.1%), 3 students got score 60 (11.5%), 7 students got score 65 (26.9%), 3 students got score 70(11.5%), 3 students got score 75 (11.5%). The highest frequency was 7at the score 65. The total frequency was 26.

Besides, the mean (Mx) and Standard Deviation (d) were also needed in analyzing data gotten from the scores of pre-test and post-test. In determining the mean and standard deviation, the writer used the software SPSS 17 version to calculate it. The mean and the standard deviation of pre-test and post-test can be seen in table IV.10:

**.TABLE IV.10**  
**The mean and standard deviation of pre-test and post-test**  
**of control class**

	Mean	Std. Deviation
<b>Pre-test</b>	<b>56.73</b>	<b>9.375</b>
<b>Post-test</b>	<b>61.15</b>	<b>8.753</b>

From the table IV.9, the mean of pre-test in control class is 56.73 and the standard deviation of pre-test in control class is 9.375. The mean of post-test in control class is 61.15 and the standard deviation of post-test in control class is 8.753 The classification can be seen from the following table:

**TABLE IV.11**  
**The Classification of Control Class Score (Post-Test)**

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	6	23%
3	Enough	56-65	10	38.5%
4	Less	40-55	10	38.5%
5	Fail	30-39	-	0%
B	Total		26	100%

ased on the table above, it can be seen that there are 5 categories for students' reading comprehension of control class. There is no students who is categorized into Very good, the frequency of Good category is 6 students (23%), the frequency of Enough category is 10 students (38.5%), the frequency of Less category is 10 students (38.5%). there is no student who is categorized into Fail category. The table shows that the highest percentage of control class is 38.5%. Thus, the majority of the students in control class are classified as Enough.

**c. Data Presentation of the Effect of Topic-detail-main idea strategy Toward Students' Reading Comprehension**

The following table is the description of pre-test and post-test of both experimental class and control class.



**Table IV.12**  
**Students' Pre-test and Post-test of Experimental and Control Class**

No	Students	Experimental Class		Control Class	
		pretest	posttest	Pretest	Posttest
1	Student 1	50	60	60	65
2	Student 2	60	65	60	60
3	Student 3	40	65	50	55
4	Student 4	70	75	55	60
5	Student 5	70	70	45	55
6	Student 6	55	75	55	60
7	Student 7	65	75	45	55
8	Student 8	75	80	60	55
9	Student 9	65	75	65	70
10	Student 10	75	85	60	45
11	Student 11	60	65	40	45
12	Student 12	65	70	65	65
13	Student 13	60	65	75	65
14	Student 14	70	70	70	75
15	Student 15	75	80	65	70
16	Student 16	60	70	60	75
17	Student 17	65	75	65	65
18	Student 18	70	75	60	70
19	Student 19	75	85	50	55
20	Student 20	45	60	50	65
21	Student 21	70	75	45	50
22	Student 22	75	75	40	50
23	Student 23	55	70	70	75

No	Students	Experimental Class		Control Class	
		pretest	posttest	Pretest	Posttest
24	Student 24	60	75	50	65
25	Student 25	70	75	55	55

26	Student 26	65	70	60	65
	Total	1665	1880	1475	1590
	Mean	64.03	72.3	56.73077	61.15385

From the table above, it can be seen that the total score of pre-test in experimental class was 1665 and post-test was 1880. While the total score of pre-test in control class was 1475 and post-test was 1590. It can also be seen from the difference gain in the experimental and control class. to make it clear, it was analyzed in the data analysis, as follows:

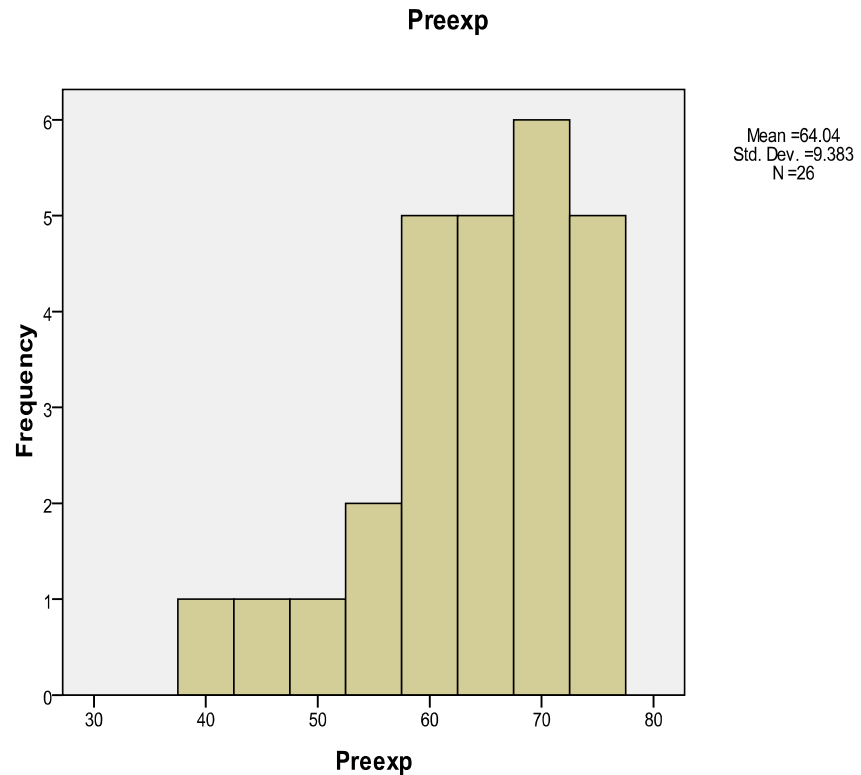
### **C. The Data Analysis**

#### **1. The Data Analysis of Pre-test of Students' Reading Comprehension**

##### **Taught by using topic-detail-main idea Strategy**

The data of the students' pre-test scores in experimental class were obtained from the result of their Reading Comprehension by using topic-detail-main idea Strategy. It can also be seen that the total frequency was 26, the total scores was 1665, the Mean was 64.03 and the Standard Deviation was 9.383. The following histogram describes the frequency pre-test of experimental class.

#### **Histogram IV.1 Frequency Pre-test of Experimental Class**



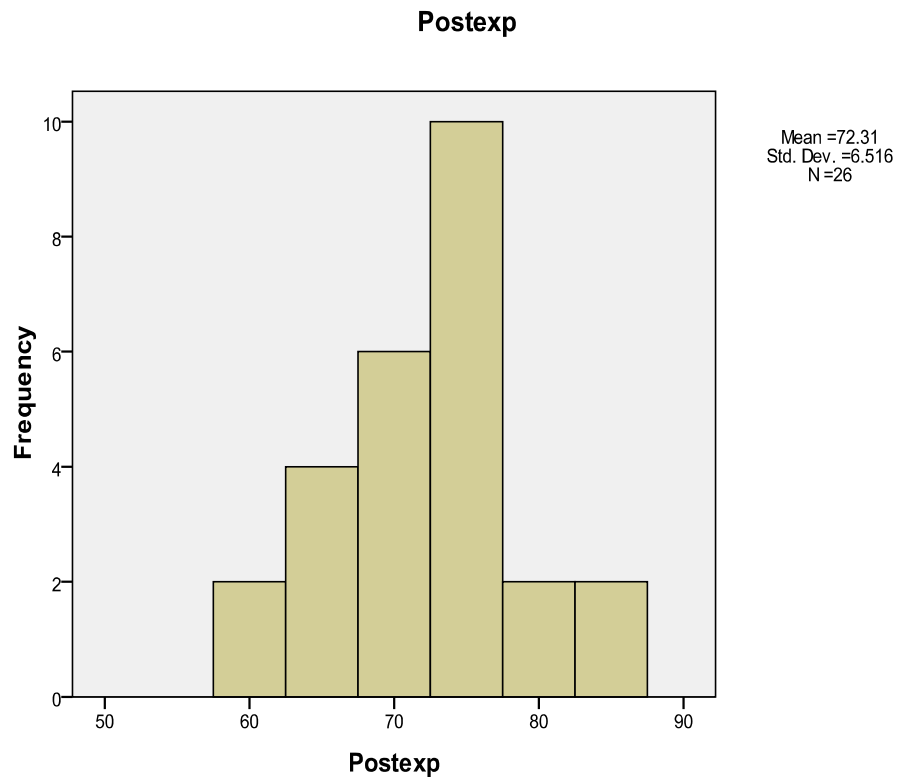
From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

## 2. The Data Analysis of Post-test of Students' Reading Comprehension Taught by using topic-detail-main idea Strategy

The data of the students' post-test scores in experimental class were obtained from the result of their Reading Comprehension by using topic-detail-main idea strategy. It can also be seen that the total frequency was 26, the total scores was 1880, the Mean was 72.31 and the Standard Deviation was 6.519. The following histogram describes the frequency post-test of experimental class.

**Histogram IV.2**

### Frequency Post-test of Experimental Class



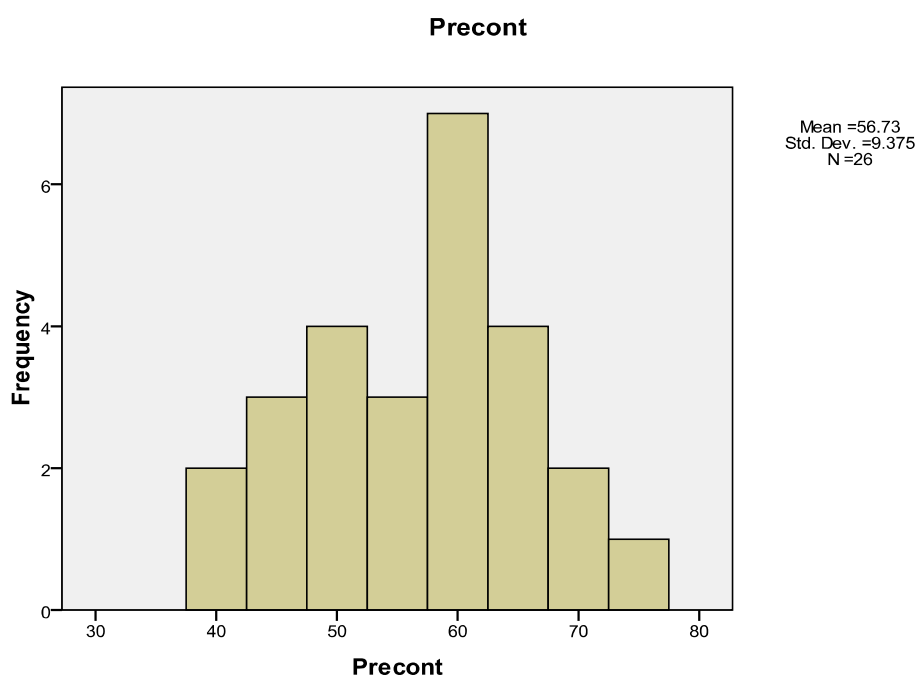
From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

### 3. The Data Analysis of Pre-test of Students' Reading Comprehension Taught without using topic-detail-main idea Strategy

The data of the students' pre-test scores in control class were obtained from the result of their Reading Comprehension without using topic-detail-

main idea strategy. It can also be seen that the total frequency was 26, the total scores was 1475, the Mean was 56.73 and the Standard Deviation was 93.75. The following histogram describes the frequency pre-test of control class.

**Histogram IV.3**  
**Frequency Pre-test of Control Class**



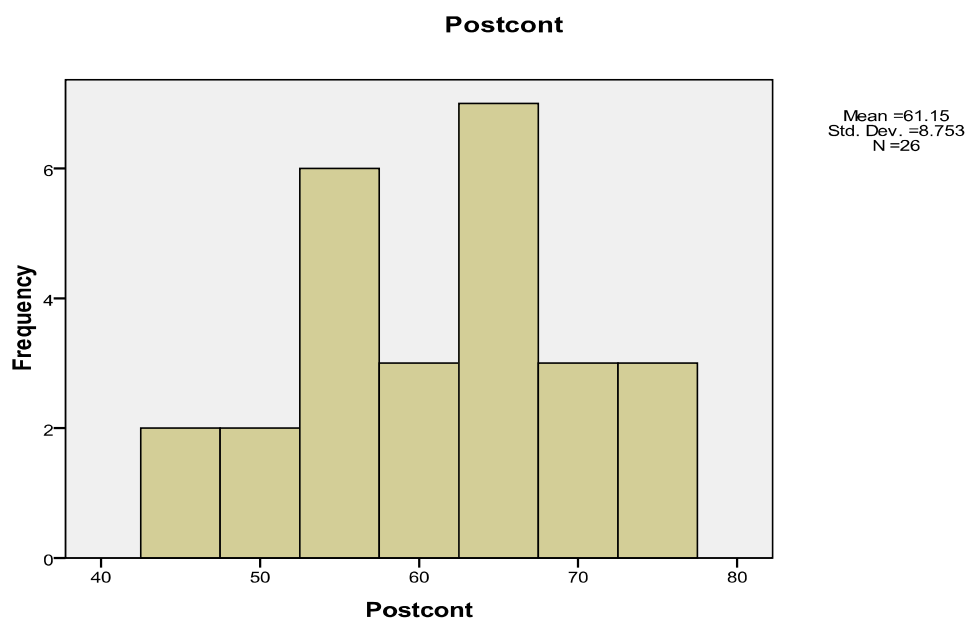
From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

#### **4. The Data Analysis of Post-test of Students' Reading Comprehension Taught without using topic-detail-main idea strategy**

The data of the students' post-test scores in control class were obtained from the result of their Reading Comprehension without using

topic-detail-main idea strategy. It can also be seen that the total frequency was 26, the total scores was 1590, the Mean was 61.15 and the Standard Deviation was 8.753. The following histogram describes the frequency post-test of control class.

**Histogram IV.4**  
**Frequency Post-test of Control Class**



From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

To find the data analysis of the significant effect of using topic-detail-main idea strategy toward students' reading comprehension on expository text of the second year at senior high school 5 Pinggir, Bengkalis Regecy, the writer used t-test by using SPSS 17. The output data analysis is as follows:

**Table IV. 12**

Group Statistics					
Postexp		N	Mean	Std. Deviation	Std. Error Mean
Postcont	1	26	72.31	6.516	1.278
	2	26	61.15	8.753	1.717

Based on the table above, it can be seen that the total of students from each class was 26, the mean of the experimental class was 72.31, and mean of control class was 61.15. standard deviation from the experimental class was 6.516, while the standard deviation from control class was 8.753. standard error mean of experimental class was 1.278 and control class was 1.717

**Table IV.13**

Independent Samples Test	
	Levene's Test for Equality of Variances
	t-test for Equality of Means

								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	3.246	.078	5.212	50	.000	11.154	2.140	6.855	15.452
Equal variances not assumed			5.212	46.199	.000	11.154	2.140	6.847	15.461

Based on the output SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.<sup>64</sup>

Ho : Variance Population Identical

Ha : Variance Population not Identical

If probabilities  $> 0.005$ , Ho is accepted

If probabilities  $< 0.005$ , Ha is accepted

Based on the output SPSS above, Ho is accepted because  $0.078 > 0.005$ .

It means that the variance of the population is identical.

From the output above, it also can be seen that  $t_o$  ( $t_{\text{observation}}$ ) = 5.212 is compared to  $t_o$  ( $t_{\text{table}}$ ). From  $df = 50$ , it is found that the level of significance of 5% is 2.01 and the level of significance of 1% is 2.68. It can be stated that  $2.01 < 5.212 > 2.68$ . It means that null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

In conclusion, students' reading comprehension after being taught by using topic-detail-main idea strategy of the second year at State Senior High

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<sup>64</sup>Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008), pp, 159



School 5Pinggir is better than before being taught by using topic-detail-main idea strategy. Thus, there is significant effect of topic-detail-main idea strategy in improving students' reading comprehension of the second year students at State Senior High School 5 Pinggir, Bengkalis Regency.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

Based on the data analysis, the writer concludes that the second hypothesis is accepted where  $T$  shows 5.212 at significant level of 5% , it shows 2.01, and at level of 1% it shows 2.68. Thus null hypothesis ( $H_0$ ) is rejected, and alternative hypothesis ( $H_a$ ) is accepted which shows  $2.01 < 5.212 < 2.68$ . It means that there is significant effect of topic-detail-main idea strategy toward reading comprehension in expository text of the second year students at State Senior High School 5 Pinggir, Bengkalis Regency. In conclusion, teaching reading by implementing topic-detail-main idea strategy to the second year students at State Senior High School 5 Pinggir is better than without implementing topic-detail-main idea strategy.

#### **B. The Suggestion**

Considering the effect of topic-detail-main idea strategy on reading comprehension in hortatory exposition text, the writer would like to give some suggestion as follows:

##### **1. Suggestion for Teachers**

- a. It is recommended to teacher to use topic-detail-main idea strategy in teaching reading hortatory exposition text.

- b. The teacher should be creative to improve the students' comprehension in reading text by giving some assignments or homework, especially in the question forms of contents of the text, supporting details, which are regarded more difficult for the students.

## **2. Suggestion for Students**

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should know the content of the text if she/he reads some texts.

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**READING COMPREHENSION TEST (Pre Test)**

Respondent : The Second Year Students at State Senior High School 5  
Pinggir  
Name : Class:

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Direction :

1. This test is for a research only
2. This test does not affect your grade
3. Choose the correct answer by given sign (X)
4. Thank you for your kindness in answering these questions.

***Text for number 1 to 5***

In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn't seem to have been any mention of the difference between driving in the city and the country.

While I realize my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see the another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.

Those who want to *penalize* older, leaded petrol vehicles and their owners don't seem to appreciate that, in the country, there is no public transport to fall back upon and one's own vehicle is the only way to get about.

I feel that the country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money on petrol, should be treated differently to the people who live in the city.

1. Where is the thesis of the text above?
  - a. In the first paragraph
  - b. In the second paragraph
  - c. In the third paragraph
  - d. In the fourth paragraph
  - e. In the second and the third paragraph
2. What is the best title of the text?
  - a. Public Transport
  - b. Removing Lead from Petrol
  - c. Vehicle Must Use Petrol
  - d. Great Deal of Money on Petrol
  - e. Penalizing Petrol User
3. "Those who want to *penalize* older...". The italic word has the same meaning with...
  - a. Punish
  - b. Smash
  - c. Crash
  - d. Rush
  - e. Dress
4. How many arguments are in the text above?
  - a. Two
  - b. Three

- c. Four
  - d. Five
  - e. Six
5. What is the type of the text above?
- a. Analytical Exposition
  - b. Hortatory Exposition
  - c. Narrative Text
  - d. News Item
  - e. Spoof

***Text for number 6 to 10***

To improve comfort and cleanliness at the school, there should be an increasing number of dust bins.

When we look at classroom, school corridors and schoolyard, there papers, mineral water cops, straws, and napkin everywhere. The condition of unseemliness really hinders learning and teaching environment. They can be filled out with water coming from the rain. This can be placed for mosquito to spread out.

Anyway I notice that most of the students have responsibilities for their school environment. They put their litter on the proper place but some of them are not diligent enough to find the dust bins. The numbers of the dust bins in the school are not enough. More dust bins should be put beside each step, outside of the classrooms and some along of the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bin easily.

When school is equipped with sufficient dust bins, students do not have problem of discomfort anymore. So provide more dust bins and school will be very clean and become a very nice place to study.

6. The best title for the text is \_\_\_\_\_
- a. More dustbin is cleaner
  - b. The dustbin
  - c. The enviroentment
  - d. Student's discomfort
  - e. The Rubbish
7. "To **improve** comfort and cleanliness at the school... " (Paragpraph 1, Line 1). The synonym of the bold word is \_\_\_\_\_
- |               |                |
|---------------|----------------|
| a. To inform  | d. To catch    |
| b. To deserve | e. To increase |
| c. To receive |                |
8. According to the text the distance between one dustbin to another is \_\_\_\_\_



- a. 1 meter
- b. 5 meters
- c. 10 meters
- d. 15 meters
- e. 20 meters

9. Which is the correct generic structure of hortatory exposition text above

- 
- a. Thesis – Arguments – Reiteration
  - b. Orientation – Resolution – Complication
  - c. Orientation – Series of event – resolution
  - d. Identification – Description
  - e. Description – Identification

10. The followings cause the unclean school environment, **except** \_\_\_\_\_

- a. Paper
- b. Mineral water caps
- c. Straws
- d. Napkins
- e. Books

***Text for number 11 to 15***

I think the centerburry Councili should construct more activity centers in most local areas.

Fistly, children can keep busy as well as have fun during the holidays. Secondly, they learn a lot about how to do certain things. Finally, it may stop children vadaizing properties that don't belong to them because they can go to the activity centers.

During the school holidays, children who don't have much on their minds an attend their local activity center. It will keep them busy and they can also learn to do a lot of things.

Another reason is children can encourage others to attend the local activity. By attending this local activity center, children will not get so bored because they can have lots of fun.

Moreover, it could stop children from vandalizing other's properties because they have better things to do like going to the activity center nad having fun and enjoying themselves.

Thesea are the main reason why I think we should have more activity centers. They will be very educational and very good experience for lots of children.

11. The best title for the text is \_\_\_\_\_
- Centerbury Council
  - Vandalism
  - Activity Center
  - School Holidays
  - Educational Experience
12. "I think the centerburry Councili should **construct** more activity... " (Paragraph 1, Line 1). The bold word has the same meaning with...
- Contract
  - Build
  - Extract
  - Break
13. There are .... arguments stated in the text above.
- Two
  - Three
  - Four
  - Five
  - Six
14. The step/arrangement of the text above is ...
- Orientation-event-event
  - Orientation-event-twist
  - Orientation-complication-twist
  - General classification-description
  - Thesis-arguments-reiteration
15. I think the centerbury Council Should construct more activity centers in most local areas. The underlined word above is used to show a/an...
- Offering
  - Conclusion
  - Suggestion
  - Agreement
  - Ability

***Text for number 16 to 20***

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess.

Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money.

The recommended designs of motorcycle helmets can provide total protection. They not only protect rider's from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can gives the raiders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on they way. This benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they places simply the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

16. The best title for the text is \_\_\_\_\_
  - a. Why should wearing a helmet when riding motorcycling
  - b. Why should helmet is a style for a rider
  - c. Whe should helmet is expensive for motorcycling
  - d. Why riding a motorcycle should not use a helmet
  - e. Why motorcycling is not interesting without a helmet
- 17.. "By choosing the most **appropriate** helmet..." (Paragraph 3, Line 4). The synonym of the bold word is \_\_\_\_\_
  - a. Good
  - b. Cool
  - c. Suitable
  - d. Important
  - e. Adorable
18. Why is wearing a helmet in riding a motorcycle is important?
  - a. It looks good when riding motorcycle if the rider use a helmet.
  - b. Wearing the correct helmet can save a rider's life
  - c. Wearing a helmet so that not caught by the police
  - d. Because helmet is not expensive anymore
  - e. Wearing a helmet is a lifestyle
19. The purpose of the writer writing this passage is \_\_\_\_\_
  - a. To explain why wearing a helmet when motorcycling is important
  - b. To entertain riders about wearing a helmet
  - c. To show how to wear a helmet correctly
  - d. To describe what helmet is the best for a rider
  - e. To inform the readers about kinds of helmet

20. What is the type of the text above?
- Analytical Exposition
  - Hortatory Exposition
  - Narrative Text
  - News Item
  - Spoof

**READING COMPREHENSION TEST (Post Test)**

Respondent : The Second Year Students at State Senior High School 5  
Pinggir  
Name : Class:

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Direction :

- This test is for a research only
- This test does not affect your grade
- Choose the correct answer by given sign (X)

Thank you for your kindness in answering these questions.

***Text for Number 1 to 5***

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, novel, comic, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

- What is the best title for the text above?
  - The importance of reading
  - People should not read a book

- c. Reading is not important
  - d. Reading books
  - e. Reading make us bored
2. “Another reason, reading can give us **pleasure** too ... “ (Paragraph 4, Line ). The italic word has the similar meaning with...
- a. pain
  - b. sorrow
  - c. enjoyment
  - d. gloom
  - e. worry
3. According to the text above, why reading is very important?
- a. Because by reading we can get a lot of knowledge
  - b. Because by reading we can get a lot of news and information
  - c. Because reading give bad effect for us
  - d. Because reading can give us pleasure
  - e. Because reading can also take us to other parts of the world
4. Which is the correct generic structure of the text above?
- a. Thesis – Arguments – Reiteration
  - b. Orientation – Resolution – Complication
  - c. Orientation – Series of event – resolution
  - d. Identification – Description
  - e. Description – Identification
5. What is the type of the text above?
- f. Analytical Exposition
  - g. Hortatory Exposition
  - h. Narrative Text
  - i. News Item
  - j. Spoof

***Text for number 6 to 10***

Handphone is a communication tool which has many functions and facilities. It can function as telephone and short message service (SMS) sender. Moreover, modern handphone also can be used for searching information in internet, sending and saving data. So that, students should be allowed to bring handphone to school because of some good reasons.

Firstly, handphone can make our communication easier with parents, teacher, and friends. For example, if suddenly we have important plan, we can contact parents to pick up on time.

Secondly, handphone can make for searching information in internet easily. Handphone is more simple to bring than laptop or notebook.

Thirdly, Handphone is also useful to save data, record agenda or all events which need to remember.

Based on the above discussion, bring handphone to school should be allowed for students, because many function of it.

6. What is the best title for the text above?
  - a. The bad effect of Handphone
  - b. Bringing handphone to school
  - c. Handphone is not important for students
  - d. Handphone can make our communication difficult
  - e. Handphone should not be allowed for students
7. "... Handphone is also **useful** to save data, record..." (Paragraph 4 line 1) The italic word has the same meaning with...
  - a. Useless
  - b. Worthless
  - c. beneficial
  - d. unvaluable
  - e. unusable
8. There are .... arguments stated in the text above.
  - a. Two
  - b. Three
  - c. Four
  - d. One
  - e. Five
9. The step/arrangement of the text above is ...
  - f. Orientation-event-event
  - b. Orientation-event-twist
  - c. Orientation-complication-twist
  - d. General classification-description
  - e. Thesis- Arguments- Reiteration.
10. What is the type of the text above?
  - a. Analytical Exposition
  - b. Hortatory Exposition
  - c. Narrative Text
  - d. News Item
  - e. Spoof

**Text for number 11 to 15**

I am writing to complain about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.

First, ads are a nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and cannot afford.

Finally, ads play role in what program people watch. That is because there are lots of ads in popular program that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.

For those reason, I think TV stations should stop showing ads. They interrupt programs. They are bad influence on people and they sometimes put a stop.

11. What is the best title for the text above?
  - a. Should Ads be Banned from TV Programs
  - b. TV Programs should be banned
  - c. People should not watch TV
  - d. TV is banned for Advertising
  - e. Should TV Programs and Advertising be banned
12. "They try to *encourage* people to buy unhealthy food..." (Paragraph 3, Line 5). The italic word has the similar meaning with...
  - a. Storage
  - b. Support
  - c. Pull
  - d. Inspire
  - e. Expire
13. According to the text above, why are some programs which is not popular stopped?
  - a. Because they did not attract the people to watch
  - b. Because they do not attract the producer
  - c. Because they do not attract enough Ads
  - d. Because they do not earn much money
  - e. Because they do not earn many people to watch
14. Which is the correct generic structure of the text above?
  - a. Thesis – Arguments – Reiteration
  - b. Orientation – Resolution – Complication
  - c. Orientation – Series of event – resolution

- d. Identification – Description
- e. Description – Identification

15. What is the type of the text above?

- a. Analytical Exposition
- b. Hortatory Exposition
- c. Narrative Text
- d. News Item
- e. Spoof

***Text for number 16 to 20***

A clean and fresh city will surely make the inhabitants healthy. Every morning especially in dry season, all roads must be watered with clean water and swept by the workers of regional government under the mayor's instruction.

To protect people from heavy pollution caused by cars, trucks, and motorcycles, enough trees must be planted along the roads. Every building or house in the city must be surrounded by short and small trees which bear colorful flowers.

Bad and improper habits which cause disadvantages, such as smoking and throwing rubbish anywhere, should be stopped at once.

The city mayor will have to think over the way to educate the people, so they realize how important cleanliness and health care. More public lavatories are badly needed.

It will be wise if the city mayor decides a certain amount of fine to be paid by those who break the government regulation on cleanliness matter. For example, a man who urinates not at a lavatory, smokes not at a smoking room or throws rubbish at the roads should be fined. Besides dirtying the environment with cigarettes' butts, smoking will also cause pollution and lung diseases to other people.

So, bad habits and impolite attitude should be immediately stopped, otherwise the city will be dirty, unhealthy, badly polluted and will never attract foreign and domestic tourists as well.

16. The best title for the text is \_\_\_\_\_

- a. Let's make the city clean and fresh
- b. The importance of city
- c. Clean and swept the city
- d. The importance of cleaning
- e. Inhabitants healthy

17. A clean and fresh city will surely make the inhabitants **healthy**. Every morning especially in dry season,.....(Paragraph 1 line 1). The italic word has the same meaning with...

- a. Well
- b. Sick



- c. ill
- d. Unwell
- e. Bad

18. What is the communicative purpose of writing the text?
- a. To make people realize the importance of make the city clean and fresh
  - b. To make people do not care about the city
  - c. To make the government aware about the cleanest of the city
  - d. To make the tourism do not know about the city
  - e. To make the people in Indonesia do not protect their city

19. What is the type of the text above
- a. Hortatory Exposition text
  - b. Analytical Exposition text
  - c. Narrative text
  - d. News Items
  - e. Spoof

20. Which is the correct generic structure of the text?
- a. Orientation- Resolution- Complication
  - b. Thesis- Argument- Reiteration
  - c. Orientation-Series of event- Resolution
  - d. Identification- Description
  - e. Description- Identification

**\*\* GOOD LUCK \*\***

### **LESSON PLAN (MEETING 1)**

School Name	: SMAN 5 Pinggir
Subject	: English
Class/Semester	: XI/1
Standard of Competence	: 5. Understanding the meaning of functional written text and simple short essay in the form of Analytical

	Exposition Text that has relation with surrounding environment.
Basic Competence	: 5.1 Responding to the functional written text and short essay in the form of Analytical Exposition Text in simple uttering, stress, and intonation that can be received each other in the surrounding environment.
Genre	: Analytical Exposition Text
Skill	: Reading
Time Allocation	: 2x45 minutes (1 Meeting)

### **1. Competence Indicator**

- Finding topic in analytical exposition text
- Finding the supporting details of analytical exposition text
- Understanding the generic structure of analytical exposition text
- Finding communicative purpose in analytical exposition text
- Identifying the vocabulary in analytical exposition text

### **2. Learning Purposes**

At the end of the learning, the students are expected to:

- Be able to find the topic in analytical exposition text
- Be able to find the supporting details in analytical exposition text
- Be able to understand the generic structure of analytical exposition text
- Be able to find communicative purpose in analytical exposition text
- Be able to identify the vocabulary in analytical exposition text

### **3. Learning Materials**

#### **The Importance of Reading**

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment s column such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

#### **4. Teaching Technique : Topic- Detail- Main Idea Strategy**

Topic Details Main Idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage. So, by using topic details main idea strategy the students easy to find topic, details , and main idea in the passage.

#### **5. Teaching Steps**

##### **a. Opening Activities (10 minutes)**

1. Asking the students condition.
2. Checking attendant list and doing short conversation with the students.
3. Introduction to the students

##### **b. Core Activities (70 minutes)**

1. Introducing the new materials to the students and relate it with the daily life.
2. Telling the class that they are going to learn analytical exposition text by applying topic-detail-main idea strategy
3. Asking the students what they know about what are going to be learnt
4. Asking the students to read the entire section of the text.
5. Asking the students to reread the first paragraph of the text.
6. Asking the students to locate the topic of the paragraph, and state the topic in one to two words.
7. Asking the students to underline each thing that the author wrote that related to the topic (the details); this process should be done for each paragraph in the passage.
8. Asking the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.
9. Giving exercise to the students.
10. Evaluating the student's work and conclude the lesson with the students.

##### **c. Closing Activities (10 minutes)**

1. Together with the students conclude the lesson.
2. Asking the students whether they still find difficulties in understanding the lesson.

## 6. Learning Sources

English lesson grade XI of senior high school:

- a. Fundamental English Grammar
- b. English Dictionary
- c. LKS Bahasa Inggris Grade XI

## 7. Scoring

Technique of scoring : Written test  
Form : Essay

**Answer the questions below based on the text above:**

1. What is the type of the text above?
2. What is the purpose of the text?
3. What is the generic structure of the text?
4. Where is the recommendation of the text?
5. Why reading is important?

**The Answers:**

1. Analytical Exposition Text
2. To influence and persuade the readers by presenting the supporting arguments.
3. The generic structure is thesis, arguments and reiteration.
4. The reiteration of the text is in the last paragraph.
5. Because by reading we can get knowledge, information and also infotainment.

**Column of scoring:**

No.	Items	Scores
1	Answering questions	20/item

**Scores = number of correct answers x score/item**

English Teacher,

Duri, 2013  
The Researcher,

**Tri Duri Sari Nur Wahidah**

**NIM.**

**10914007345**

Acknowledged by  
The headmaster,

**Dra. Lismawati**

**NIP. 19659171994112001**

**LESSON PLAN  
(MEETING 2)**

School Name : SMAN 5 Pinggir  
Subject : English  
Class/Semester : XI/1  
Standard of Competence : 5. Understanding the meaning of functional written text and simple short essay in the form of Analytical Exposition Text that has relation with surrounding environment.  
Basic Competence : 5.1 Responding to the functional written text and short essay in the form of Analytical Exposition Text in simple uttering, stress, and intonation that can be received each other in the surrounding environment.  
Genre : Analytical Exposition Text  
Skill : Reading  
Time Allocation : 2x45 minutes (1 Meeting)

**8. Competence Indicator**

- f. Finding topic in analytical exposition text
- g. Finding the supporting details of analytical exposition text
- h. Understanding the generic structure of analytical exposition text
- i. Finding communicative purpose in analytical exposition text
- j. Identifying the vocabulary in analytical exposition text

**9. Learning Purposes**

At the end of the learning, the students are expected to:

- f. Be able to find the topic in analytical exposition text

- g. Be able to find the supporting details in analytical exposition text
- h. Be able to understand the generic structure of analytical exposition text
- i. Be able to find communicative purpose in analytical exposition text
- j. Be able to identify the vocabulary in analytical exposition text

## **10. Learning Materials**

### **Should Bring Hand Phone to School**

Handphone is a communication tool which has many functions and facilities. It can function as telephone and short message service (SMS) sender. Moreover, modern handphone also can be used for searching information in internet, sending and saving data. So that, students should be allowed to bring handphone to school because of some good reasons.

Firstly, handphone can make our communication easier with parents, teacher, and friends. For example, if suddenly we have important plan, we can contact parents to pick up on time.

Secondly, handphone can make for searching information in internet easily. Handphone is more simple to bring than laptop or notebook.

Thirdly, Handphone is also useful to save data, record agenda or all events which need to remember.

Based on the above discussion, bring handphone to school should be allowed for students, because many function of it.

## **11. Teaching Technique : Topic- Detail- Main Idea Strategy**

Topic Details Main Idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage. So, by using topic details main idea strategy the students easy to find topic, details , and main idea in the passage.

## **12. Teaching Steps**

### **a. Opening Activities (10 minutes)**

- 4. Asking the students condition.
- 5. Checking attendant list and doing short conversation with the students.

6. Introduction to the students

**b. Core Activities (70 minutes)**

11. Introducing the new materials to the students and relate it with the daily life.
12. Telling the class that they are going to learn analytical exposition text by applying topic-detail-main idea strategy
13. Asking the students what they know about what are going to be learnt
14. Asking the students to read the entire section of the text.
15. Asking the students to reread the first paragraph of the text.
16. Asking the students to locate the topic of the paragraph, and state the topic in one to two words.
17. Asking the students to underline each thing that the author wrote that related to the topic (the details); this process should be done for each paragraph in the passage.
18. Asking the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.
19. Giving exercise to the students.
20. Evaluating the student's work and conclude the lesson with the students.

**c. Closing Activities (10 minutes)**

3. Together with the students conclude the lesson.
4. Asking the students whether they still find difficulties in understanding the lesson.

**13. Learning Sources**

English lesson grade XI of senior high school:

- d. Fundamental English Grammar
- e. English Dictionary
- f. LKS Bahasa Inggris Grade XI

**14. Scoring**

Technique of scoring : Written test  
Form : Essay

**Answer the questions below based on the text above:**

6. What is the type of the text above?
7. What is the purpose of the text?
8. What is the generic structure of the text?

9. Where is the recommendation of the text?
10. Why bringing hand phone to the school is allowed?

**The Answers:**

6. Analytical Exposition Text
7. To influence and persuade the readers by presenting the supporting arguments.
8. The generic structure is thesis, arguments and reiteration.
9. The reiteration of the text is in the last paragraph.
10. Because bringing phone to the school has many function.

**Column of scoring:**

No.	Items	Scores
1	Answering questions	20/item

**Scores = number of correct answers x score/item**

English Teacher,

Duri, 2013  
The Researcher,

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**LESSON PLAN  
(MEETING 3)**

School Name : SMAN 5 Pinggir  
Subject : English



Class/Semester	: XI/1
Standard of Competence	: 5. Understanding the meaning of functional written text and simple short essay in the form of Analytical Exposition Text that has relation with surrounding environment.
Basic Competence	: 5.1 Responding to the functional written text and short essay in the form of Analytical Exposition Text in simple uttering, stress, and intonation that can be received each other in the surrounding environment.
Genre	: Analytical Exposition Text
Skill	: Reading
Time Allocation	: 2x45 minutes (1 Meeting)

### **15. Competence Indicator**

- k. Finding topic in analytical exposition text
- l. Finding the supporting details of analytical exposition text
- m. Understanding the generic structure of analytical exposition text
- n. Finding communicative purpose in analytical exposition text
- o. Identifying the vocabulary in analytical exposition text

### **16. Learning Purposes**

At the end of the learning, the students are expected to:

- k. Be able to find the topic in analytical exposition text
- l. Be able to find the supporting details in analytical exposition text
- m. Be able to understand the generic structure of analytical exposition text
- n. Be able to find communicative purpose in analytical exposition text
- o. Be able to identify the vocabulary in analytical exposition text

### **17. Learning Materials**

#### **Should Ads be Banned from TV Programs**

First, ads are a nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and cannot afford.

Finally, ads play role in what program people watch. That is because there are lots of ads in popular program that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.

For those reason, I think TV stations should stop showing ads. They interrupt programs. They are bad influence on people and they sometimes put a stop.

### **18. Teaching Technique : Topic- Detail- Main Idea Strategy**

Topic Details Main Idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage. So, by using topic details main idea strategy the students easy to find topic, details , and main idea in the passage.

## **19. Teaching Steps**

### **a. Opening Activities (10 minutes)**

7. Asking the students condition.
8. Checking attendant list and doing short conversation with the students.
9. Introduction to the students

### **b. Core Activities (70 minutes)**

- 21.Introducing the new materials to the students and relate it with the daily life.
- 22.Telling the class that they are going to learn analytical exposition text by applying topic-detail-main idea strategy
- 23.Asking the students what they know about what are going to be learnt
- 24.Asking the students to read the entire section of the text.
25. Askingthe students to reread the first paragraph of the text.
26. Askingthe students to locate the topic of the paragraph, and state the topic in one to two words.
27. Asking the students to underline each thing that the author wrote that related to the topic (the details); this process should be done for each paragraph in the passage.
28. Asking the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.
29. Giving exercise to the students.
30. Evaluating the student's work and conclude the lesson with the students.

### **c. Closing Activities (10 minutes)**

5. Together with the students conclude the lesson.
6. Asking the students whether they still find difficulties in understanding the lesson.

## **20. Learning Sources**

English lesson grade XI of senior high school:

- g. Fundamental English Grammar
- h. English Dictionary
- i. LKS Bahasa Inggris Grade XI

## 21. Scoring

Technique of scoring : Written test  
Form : Essay

**Answer the questions below based on the text above:**

- 11. What is the type of the text above?
- 12. What is the purpose of the text?
- 13. What is the generic structure of the text?
- 14. Where is the recommendation of the text?
- 15. Why ads should be banned from TV programs?

**The Answers:**

- 11. Analytical Exposition
- 12. To influence and persuade the readers by presenting the supporting arguments.
- 13. The generic structure is thesis, arguments and reiteration.
- 14. The reiteration of the text is in the last paragraph.
- 15. Because there are too many ads in TV programs even more than TV program itself.

**Column of scoring:**

No.	Items	Scores
1	Answering questions	20/item

**Scores = number of correct answers x score/item**

English Teacher,

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Duri, 2013  
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**NIM.**

Acknowledged by

The headmaster,

**Dra. Lismawati**

**NIP. 19659171994112001**

**LESSON PLAN  
(MEETING 4)**

School Name : SMAN 5 Pinggir  
Subject : English  
Class/Semester : XI/1  
Standard of Competence : 5. Understanding the meaning of functional written text and simple short essay in the form of Analytical Exposition Text that has relation with surrounding environment.  
Basic Competence : 5.1 Responding to the functional written text and short essay in the form of Analytical Exposition Text in simple uttering, stress, and intonation that can be received each other in the surrounding environment.  
Genre : Analytical Exposition Text  
Skill : Reading  
Time Allocation : 2x45 minutes (1 Meeting)

**22. Competence Indicator**

- p. Finding topic in analytical exposition text
- q. Finding the supporting details of analytical exposition text
- r. Understanding the generic structure of analytical exposition text
- s. Finding communicative purpose in analytical exposition text
- t. Identifying the vocabulary in analytical exposition text

**23. Learning Purposes**

At the end of the learning, the students are expected to:

- p. Be able to find the topic in analytical exposition text
- q. Be able to find the supporting details in analytical exposition text
- r. Be able to understand the generic structure of analytical exposition text

- s. Be able to find communicative purpose in analytical exposition text
- t. Be able to identify the vocabulary in analytical exposition text

## **24. Learning Materials**

### **Let's Make the City Clean and Fresh**

A clean and fresh city will surely make the inhabitants healthy. Every morning especially in dry season, all roads must be watered with clean water and swept by the workers of regional government under the mayor's instruction.

To protect people from heavy pollution caused by cars, trucks, and motorcycles, enough trees must be planted along the roads. Every building or house in the city must be surrounded by short and small trees which bear colorful flowers.

Bad and improper habits which cause disadvantages, such as smoking and throwing rubbish anywhere, should be stopped at once.

The city mayor will have to think over the way to educate the people, so they realize how important cleanliness and health care. More public lavatories are badly needed.

It will be wise if the city mayor decides a certain amount of fine to be paid by those who break the government regulation on cleanliness matter. For example, a man who urinates not at a lavatory, smokes not at a smoking room or throws rubbish at the roads should be fined. Besides dirtying the environment with cigarettes' butts, smoking will also cause pollution and lung diseases to other people.

So, bad habits and impolite attitude should be immediately stopped, otherwise the city will be dirty, unhealthy, badly polluted and will never attract foreign and domestic tourists as well.

## **25. Teaching Technique : Topic- Detail- Main Idea Strategy**

Topic Details Main Idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage. So, by using topic details main idea strategy the students are easy to find topic, details, and main idea in the passage.

## **26. Teaching Steps**

### **a. Opening Activities (10 minutes)**

10. Asking the students condition.

11. Checking attendance list and doing short conversation with the students.

12. Introduction to the students

**b. Core Activities (70 minutes)**

31. Introducing the new materials to the students and relate it with the daily life.
32. Telling the class that they are going to learn analytical exposition text by applying topic-detail-main idea strategy
33. Asking the students what they know about what are going to be learnt
34. Asking the students to read the entire section of the text.
35. Asking the students to reread the first paragraph of the text.
36. Asking the students to locate the topic of the paragraph, and state the topic in one to two words.
37. Asking the students to underline each thing that the author wrote that related to the topic (the details); this process should be done for each paragraph in the passage.
38. Asking the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.
39. Giving exercise to the students.
40. Evaluating the student's work and conclude the lesson with the students.

**c. Closing Activities (10 minutes)**

7. Together with the students conclude the lesson.
8. Asking the students whether they still find difficulties in understanding the lesson.

**27. Learning Sources**

English lesson grade XI of senior high school:

- j. Fundamental English Grammar
- k. English Dictionary
- l. LKS Bahasa Inggris Grade XI

**28. Scoring**

Technique of scoring	: Written test
Form	: Essay

**Answer the questions below based on the text above:**

16. What is the type of the text above?

17. What is the purpose of the text?
18. What is the generic structure of the text?
19. Where is the recommendation of the text?
20. Why the people should make the city clean and fresh?

**The Answers:**

16. Analytical Exposition Text
17. To influence and persuade the readers by presenting the supporting arguments.
18. The generic structure is thesis, arguments and reiteration.
19. The reiteration of the text is in the last paragraph.
20. Because there make inhabitants healthy.

**Column of scoring:**

No.	Items	Scores
1	Answering questions	20/item

**Scores = number of correct answers x score/item**

English Teacher,

Duri, 2013  
The Researcher,

**Tri Duri Sari Nur Wahidah**

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**10914007345**

Acknowledged by  
The headmaster,

**Dra. Lismawati**  
**NIP. 19659171994112001**

**LESSON PLAN  
(MEETING 5)**

School Name : SMAN 5 Pinggir  
Subject : English

Class/Semester	: XI/1
Standard of Competence	: 5. Understanding the meaning of functional written text and simple short essay in the form of Analytical Exposition Text that has relation with surrounding environment.
Basic Competence	: 5.1 Responding to the functional written text and short essay in the form of Analytical Exposition Text in simple uttering, stress, and intonation that can be received each other in the surrounding environment.
Genre	: Analytical Exposition Text
Skill	: Reading
Time Allocation	: 2x45 minutes (1 Meeting)

### **29. Competence Indicator**

- u. Finding topic in analytical exposition text
- v. Finding the supporting details of analytical exposition text
- w. Understanding the generic structure of analytical exposition text
- x. Finding communicative purpose in analytical exposition text
- y. Identifying the vocabulary in analytical exposition text

### **30. Learning Purposes**

At the end of the learning, the students are expected to:

- u. Be able to find the topic in analytical exposition text
- v. Be able to find the supporting details in analytical exposition text
- w. Be able to understand the generic structure of analytical exposition text
- x. Be able to find communicative purpose in analytical exposition text
- y. Be able to identify the vocabulary in analytical exposition text

### **31. Learning Materials**

#### **More Dustbins in The School**

To improve comfort and cleanliness at the school, there should be an increasing number of dust bins.

When we look at classroom, school corridors and schoolyard, there papers, mineral water cops, straws, and napkin everywhere. The condition of unseemliness really hinders learning and teaching environment. They can be filled out with water coming from the rain. This can be placed for mosquito to spread out.

Anyway I notice that most of the students have responsibilities for their school environment. They put their litter on the proper place but some of them are not diligent enough to find the dust bins. The numbers of the dust bins in the school are not enough. More dust bins should be put beside each step, outside of the classrooms and some along of the corridors. Probably one dust bin



should be in every ten meters. So when students want to throw away their litters, they can find the dust bin easily.

When school is equipped with sufficient dust bins, students do not have problem of discomfort anymore. So provide more dust bins and school will be very clean and become a very nice place to study.

### **32. Teaching Technique : Topic- Detail- Main Idea Strategy**

Topic Details Main Idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage. So, by using topic details main idea strategy the students easy to find topic, details , and main idea in the passage.

### **33. Teaching Steps**

#### **a. Opening Activities (10 minutes)**

13. Asking the students condition.

14. Checking attendant list and doing short conversation with the students.

15. Introduction to the students

#### **b. Core Activities (70 minutes)**

41. Introducing the new materials to the students and relate it with the daily life.

42. Telling the class that they are going to learn analytical exposition text by applying topic-detail-main idea strategy

43. Asking the students what they know about what are going to be learnt

44. Asking the students to read the entire section of the text.

45. Asking the students to reread the first paragraph of the text.

46. Asking the students to locate the topic of the paragraph, and state the topic in one to two words.

47. Asking the students to underline each thing that the author wrote that related to the topic (the details); this process should be done for each paragraph in the passage.

48. Asking the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.

49. Giving exercise to the students.

50. Evaluating the student's work and conclude the lesson with the students.

**c. Closing Activities (10 minutes)**

9. Together with the students conclude the lesson.
10. Asking the students whether they still find difficulties in understanding the lesson.

**34. Learning Sources**

English lesson grade XI of senior high school:

- m. Fundamental English Grammar
- n. English Dictionary
- o. LKS Bahasa Inggris Grade XI

**35. Scoring**

Technique of scoring : Written test  
Form : Essay

**Answer the questions below based on the text above:**

21. What is the type of the text above?
22. What is the purpose of the text?
23. What is the generic structure of the text?
24. Where is the recommendation of the text?
25. Why should be there more dustbins in the school?

**The Answers:**

21. Analytical Exposition Text
22. To influence and persuade the readers by presenting the supporting arguments.
23. The generic structure is thesis, arguments and reiteration.
24. The reiteration of the text is in the last paragraph.
25. In order to make the students easier in throwing litter wherever they are in the school.

**Column of scoring:**

No.	Items	Scores
1	Answering questions	20/item

**Scores = number of correct answers x score/item**

English Teacher,

Duri, 2013  
The Researcher,

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### **LESSON PLAN (MEETING 6)**

School Name : SMAN 5 Pinggir  
Subject : English  
Class/Semester : XI/1  
Standard of Competence : 5. Understanding the meaning of functional written text and simple short essay in the form of Analytical Exposition Text that has relation with surrounding environment.  
Basic Competence : 5.1 Responding to the functional written text and short essay in the form of Analytical Exposition Text in simple uttering, stress, and intonation that can be received each other in the surrounding environment.  
Genre : Analytical Exposition Text  
Skill : Reading  
Time Allocation : 2x45 minutes (1 Meeting)

#### **36. Competence Indicator**

- z. Finding topic in analytical exposition text
- aa. Finding the supporting details of analytical exposition text
- bb. Understanding the generic structure of analytical exposition text
- cc. Finding communicative purpose in analytical exposition text
- dd. Identifying the vocabulary in analytical exposition text

#### **37. Learning Purposes**

At the end of the learning, the students are expected to:

- z. Be able to find the topic in analytical exposition text
- aa. Be able to find the supporting details in analytical exposition text
- bb. Be able to understand the generic structure of analytical exposition text
- cc. Be able to find communicative purpose in analytical exposition text
- dd. Be able to identify the vocabulary in analytical exposition text

### **38. Learning Materials**

#### **Never Try Smoking**

A lot of people, especially teenagers who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only hear disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400.000 Americans died each year. It was one every 80 seconds from tobacco-related illness.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. “Why can’t stop smoking? I really want to stop it”. It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

Well, still want to try to smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

#### **39. Teaching Technique : Topic- Detail- Main Idea Strategy**

Topic Details Main Idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage. So, by using topic details main idea strategy the students easy to find topic, details , and main idea in the passage.

### **40. Teaching Steps**

#### **a. Opening Activities (10 minutes)**

16. Asking the students condition.

17. Checking attendant list and doing short conversation with the students.

18. Introduction to the students

**b. Core Activities (70 minutes)**

51. Introducing the new materials to the students and relate it with the daily life.

52. Telling the class that they are going to learn analytical exposition text by applying topic-detail-main idea strategy

53. Asking the students what they know about what are going to be learnt

54. Asking the students to read the entire section of the text.

55. Asking the students to reread the first paragraph of the text.

56. Asking the students to locate the topic of the paragraph, and state the topic in one to two words.

57. Asking the students to underline each thing that the author wrote that related to the topic (the details); this process should be done for each paragraph in the passage.

58. Asking the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.

59. Giving exercise to the students.

60. Evaluating the student's work and conclude the lesson with the students.

**c. Closing Activities (10 minutes)**

11. Together with the students conclude the lesson.

12. Asking the students whether they still find difficulties in understanding the lesson.

**41. Learning Sources**

English lesson grade XI of senior high school:

p. Fundamental English Grammar

q. English Dictionary

r. LKS Bahasa Inggris Grade XI

**42. Scoring**

Technique of scoring : Written test

Form : Essay

**Answer the questions below based on the text above:**

26. What is the type of the text above?
27. What is the purpose of the text?
28. What is the generic structure of the text?
29. Where is the recommendation of the text?
30. Why people should not try to smoke?

**The Answers:**

26. Analytical Exposition Text
27. To influence and persuade the readers by presenting the supporting arguments.
28. The generic structure is thesis, arguments and reiteration.
29. The reiteration of the text is in the last paragraph.
30. Because smoking is danger and can cause intoxicating.

**Column of scoring:**

No.	Items	Scores
1	Answering questions	20/item

**Scores = number of correct answers x score/item**

English Teacher,

Duri, 2013  
The Researcher,

**Tri Duri Sari Nur Wahidah**

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**LESSON PLAN  
(MEETING 7)**

School Name : SMAN 5 Pinggir  
 Subject : English  
 Class/Semester : XI/1  
 Standard of Competence : 5. Understanding the meaning of functional written text and simple short essay in the form of Analytical Exposition Text that has relation with surrounding environment.  
 Basic Competence : 5.1 Responding to the functional written text and short essay in the form of Analytical Exposition Text in simple uttering, stress, and intonation that can be received each other in the surrounding environment.  
 Genre : Analytical Exposition Text  
 Skill : Reading  
 Time Allocation : 2x45 minutes (1 Meeting)

#### **43. Competence Indicator**

- ee. Finding topic in analytical exposition text
- ff. Finding the supporting details of analytical exposition text
- gg. Understanding the generic structure of analytical exposition text
- hh. Finding communicative purpose in analytical exposition text
- ii. Identifying the vocabulary in analytical exposition text

#### **44. Learning Purposes**

At the end of the learning, the students are expected to:

- ee. Be able to find the topic in analytical exposition text
- ff. Be able to find the supporting details in analytical exposition text
- gg. Be able to understand the generic structure of analytical exposition text
- hh. Be able to find communicative purpose in analytical exposition text
- ii. Be able to identify the vocabulary in analytical exposition text

#### **45. Learning Materials**

##### **Why Should Wearing a Helmet When Motorcycling**

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess.

Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect rider's from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can give the raiders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on their way. This benefit may not be important to some people, but to others, it means a lot and is important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others, wearing a helmet which can project an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they place simply the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

#### **46. Teaching Technique : Topic- Detail- Main Idea Strategy**

Topic Details Main Idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main idea of the passage. So, by using topic details main idea strategy the students easy to find topic, details , and main idea in the passage.

#### **47. Teaching Steps**

##### **a. Opening Activities (10 minutes)**

19. Asking the students condition.

20. Checking attendant list and doing short conversation with the students.

21. Introduction to the students

##### **b. Core Activities (70 minutes)**

61. Introducing the new materials to the students and relate it with the daily life.

62. Telling the class that they are going to learn analytical exposition text by applying topic-detail-main idea strategy

63. Asking the students what they know about what are going to be learnt

64. Asking the students to read the entire section of the text.

65. Asking the students to reread the first paragraph of the text.

66. Asking the students to locate the topic of the paragraph, and state the topic in one to two words.



67. Asking the students to underline each thing that the author wrote that related to the topic (the details); this process should be done for each paragraph in the passage.
68. Asking the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.
69. Giving exercise to the students.
70. Evaluating the student's work and conclude the lesson with the students.

**c. Closing Activities (10 minutes)**

13. Together with the students conclude the lesson.
14. Asking the students whether they still find difficulties in understanding the lesson.

**48. Learning Sources**

English lesson grade XI of senior high school:

- s. Fundamental English Grammar
- t. English Dictionary
- u. LKS Bahasa Inggris Grade XI

**49. Scoring**

Technique of scoring : Written test  
Form : Essay

**Answer the questions below based on the text above:**

31. What is the type of the text above?
32. What is the purpose of the text?
33. What is the generic structure of the text?
34. Where is the recommendation of the text?
35. Why should wearing a helmet when motorcycling?

**The Answers:**

31. Analytical Exposition Text
32. To influence and persuade the readers by presenting the supporting arguments.
33. The generic structure is thesis, arguments and reiteration.
34. The reiteration of the text is in the last paragraph.
35. Because it's very important to keep the safety of the rider.

**Column of scoring:**

No.	Items	Scores
1	Answering questions	20/item

**Scores = number of correct answers x score/item**

English Teacher,

Duri, 2013  
The Researcher,

**Tri Duri Sari Nur Wahidah**

**NIM.**

**10914007345**

Acknowledged by  
The headmaster,

**Dra. Lismawati**  
**NIP. 19659171994112001**

### **LESSON PLAN (MEETING 8)**

School Name : SMAN 5 Pinggir  
Subject : English  
Class/Semester : XI/1  
Standard of Competence : 5. Understanding the meaning of functional written text and simple short essay in the form of Analytical Exposition Text that has relation with surrounding environment.  
Basic Competence : 5.1 Responding to the functional written text and short essay in the form of Analytical Exposition Text in simple uttering, stress, and intonation that can be received each other in the surrounding environment.  
Genre : Analytical Exposition Text  
Skill : Reading  
Time Allocation : 2x45 minutes (1 Meeting)

#### **50. Competence Indicator**

- jj. Finding topic in analytical exposition text
- kk. Finding the supporting details of analytical exposition text

- ll. Understanding the generic structure of analytical exposition text
- mm. Finding communicative purpose in analytical exposition text
- nn. Identifying the vocabulary in analytical exposition text

## **51. Learning Purposes**

At the end of the learning, the students are expected to:

- jj. Be able to find the topic in analytical exposition text
- kk. Be able to find the supporting details in analytical exposition text
- ll. Be able to understand the generic structure of analytical exposition text
- mm. Be able to find communicative purpose in analytical exposition text
- nn. Be able to identify the vocabulary in analytical exposition text

## **52. Learning Materials**

### **Old Enough?**

When is a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough.

The law at present protects children aged between ten years and fourteen years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defence, saying that they are too young to understand that they have broken the law. Mr Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this move.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel is too young. Fourteen, however is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal or what is not.

Public pressure creates change. It is now up to public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years old to twelve years. Out-of-date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

## **53. Teaching Technique : Topic- Detail- Main Idea Strategy**

Topic Details Main Idea strategy is used by the teachers to help students identify the topic of the passage, the details of the passage, and the main

idea of the passage. So, by using topic details main idea strategy the students easy to find topic, details , and main idea in the passage.

## **54. Teaching Steps**

### **a. Opening Activities (10 minutes)**

22. Asking the students condition.

23. Checking attendant list and doing short conversation with the students.

24. Introduction to the students

### **b. Core Activities (70 minutes)**

71. Introducing the new materials to the students and relate it with the daily life.

72. Telling the class that they are going to learn analytical exposition text by applying topic-detail-main idea strategy

73. Asking the students what they know about what are going to be learnt

74. Asking the students to read the entire section of the text.

75. Asking the students to reread the first paragraph of the text.

76. Asking the students to locate the topic of the paragraph, and state the topic in one to two words.

77. Asking the students to underline each thing that the author wrote that related to the topic (the details); this process should be done for each paragraph in the passage.

78. Asking the students to identify the main idea based on the topics and details they have already identified if once students have done this for the entire passage.

79. Giving exercise to the students.

80. Evaluating the student's work and conclude the lesson with the students.

### **c. Closing Activities (10 minutes)**

15. Together with the students conclude the lesson.

16. Asking the students whether they still find difficulties in understanding the lesson.

## **55. Learning Sources**

English lesson grade XI of senior high school:

v. Fundamental English Grammar

- w. English Dictionary
- x. LKS Bahasa Inggris Grade XI

### 56. Scoring

Technique of scoring : Written test  
Form : Essay

#### Answer the questions below based on the text above:

36. What is the type of the text above?
37. What is the purpose of the text?
38. What is the generic structure of the text?
39. Where is the recommendation of the text?
40. Why the government have to change the age for responsible in crime?

#### The Answers:

36. Analytical Exposition Text
37. To influence and persuade the readers by presenting the supporting arguments.
38. The generic structure is thesis, arguments and reiteration
39. The reiteration of the text is in the last paragraph.
40. Because there old age can influence the action to response the crime..

#### Column of scoring:

No.	Items	Scores
1	Answering questions	20/item

**Scores = number of correct answers x score/item**

English Teacher,

Duri, 2013  
The Researcher,

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